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ABSTRACT

This publication contains teaching activities for the Fundamentals of Marketing and Advanced Marketing curriculum. Chapter 1 presents an alignment of the marketing education core competencies within the nine curriculum units for Fundamentals of Marketing and Advanced Marketing as they relate to the basic academic skills, advanced academic skills, and higher-order workplace competencies. In addition, the skills and competencies are identified as they relate to the 14 Distributive Education Clubs of America (DECA) individual and chapter events. The next two chapters provide sample activities for the Fundamentals of Marketing and Advanced Marketing curricula. These activities include the following: a list of competencies; the list of basic academic skills, advanced academic skills, and higher-order workplace competencies; and a description of the activity with appropriate handouts. In the final chapter, the DECA individual and chapter events include a list of the basic academic skills, advanced academic skills, and higher-order competencies appropriate for each event. (YLB)

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Integration of Skills and Competencies in the Missouri Marketing Education Core Curriculum

Section II

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Division of Vocational and Adult Education
Marketing and Cooperative Education Section

University of Missouri-Columbia
Department of Practical Arts and Vocational-Technical Education
Marketing Education Program
1993

IDENTIFICATION AND DEVELOPMENT OF ACADEMIC AND HIGHER-ORDER WORKPLACE COMPETENCIES IN THE MISSOURI MARKETING EDUCATION CORE CURRICULUM

Project Number: 93-1333-110-6

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Overview of Teaching Activities

Overview of Teaching Activities

Section I provided the definitions for the basic academic skills, advanced academic skills, and higher-order workplace competencies essential to the marketing education curriculum. In addition to the definitions, a list of the six basic academic skills, seven advanced academic skills, and forty higher-order workplace competencies were provided.

Section II provides an alignment of the Marketing Education core competencies within the nine curriculum units for Fundamentals of Marketing and Advanced Marketing as they relate to the basic academic skills, advanced academic skills, and higher-order workplace competencies (i.e. abstract thinking with market planning). In addition, the skills and competencies are identified as they relate to the 14 DECA Individual and Chapter Events.

Following the alignment of competencies, sample activities are provided for the Fundamentals of Marketing and Advanced Marketing curriculum. These activities include a list of competencies; the list of basic academic skills, advanced academic skills, and higher-order workplace competencies; and a description of the activity with appropriate handouts. The DECA Individual and Chapter Events include a list of the basic academic skills, advanced academic skills, and higher-order workplace competencies appropriate for each event.

Cross Reference of Skills and Competencies

FUNDAMENTALS OF MARKETING

BASIC ACADEMIC SKILLS	Communications (A)	Economic Concept (B)	Employment & Advancement (C)	Human Relations (D)	Marketing Operations (E)	Market Planning (F)	Advertisement & Sales Promotion (H)	Selling (I)	Marketing Concepts (J)
1. Arithmetic	6,7,13	6,10	6,7	7	6,10,13		13		10
2. Cultural Awareness	2,3,9	2,9		2,3				3	
3. Listening	1,2,3,5,6,7,11,14	2,6,10	6,7	1,2,3,7,14	6,10	11,14	14	3,5	10
4. Reading	2,4,7,8,9,13,14	2,9	7,8	2,4,7,14	13	12,14	14	4	
5. Speaking	1,2,3,4,5,6,7,8,9,11, 14	2,6,9,10	6	1,2,3,4,14	6,10	11,14	14	3,4,5	10
6. Writing	4,5,8,9,11	9	8	4		11		5	

NOTE: Numbers in the boxes correspond to the numbered activities on the following pages.

FUNDAMENTALS OF MARKETING

ADVANCED ACADEMIC SKILLS	Communications (A)	Economic Concept (B)	Employment & Advancement (C)	Human Relations (D)	Marketing Operations (E)	Market Planning (F)	Advertisement & Sales Promotion (H)	Selling (I)	Marketing Concepts (J)
1. Abstract Thinking	1,4,5	10		1,4	10	12		4,5	10
2. Applied Science	1,2,5	2		1,2				5	
3. Creative Thinking	1,2,4,5,6,8,9,11,13, 14	2,6,9	6,8	1,2,4,14	6,13	11,14	13,14	4,5	
4. Cultural Diversity	3,9	9		3				3	
5. Mathematics	13	10			10,13		13		10
6. Problem Solving	2,3,5,6,7,11,13,14	2,6,10	6,7	2,3,7,14	6,10,13	11,12,14	13,14	3,5	10
7. Self-Directed Learning	9	9							

NOTE: Numbers in the boxes correspond to the numbered activities on the following pages.

FUNDAMENTALS OF MARKETING

HIGHER-ORDER WORKPLACE COMPETENCIES	Communications (A)	Economic Concept (B)	Employment & Advancement (C)	Human Relations (D)	Marketing Operations (E)	Market Planning (F)	Advertisement & Sales Promotion (H)	Selling (I)	Marketing Concepts (J)
1. Resources	2,6,7,8,9,13,14	2,6,9,10	6,7,8	2,7,14	6,10,13	14	13,14		10
2. Interpersonal	1,2,3,6,7,9,11,13,14	2,6,9,10	6,7	1,2,3,7,14	6,10,13	11,14	13,14	3	10
3. Information	1,2,3,4,5,6,7,8,9,11, 13,14	2,6,9,10	6,7,8	1,2,3,4,7, 14	6,10,13	11,12,14	13,14	3,4,5	10
4. System	2,6,7,9,14	2,6,9	6,7	2,7,14	6	14	14		
5. Technology	1,8	10	8	1	10				10

NOTE: Numbers in the boxes correspond to the numbered activities on the following pages.

ADVANCED MARKETING

BASIC ACADEMIC SKILLS	Communications (A)	Economic Concept (B)	Employment & Advancement (C)	Human Relations (D)	Marketing Operations (E)	Market Planning (F)	Advertisement & Sales Promotion (H)	Selling (I)	Marketing Concepts (J)
1. Arithmetic	9	7			7,9	7		11	
2. Cultural Awareness	1,2,6,13	6	2	1,2,6			13	1	
3. Listening	2,3,4,5,13	3,4,5	2	2,3,4			3,13		3
4. Reading	1,2,4,5,6,10,13	4,5,6	2	1,2,4,6,10			13	1,10,11	
5. Speaking	1,2,3,4,5,10,13	3,4,5,8	2	1,2,3,4,8,10			3,13	1,10	3,8
6. Writing	1,2,3,6,9,10,13	3,6,7,8	2	1,2,3,6,8,10	7,9	7	3,13	1,10,11,12	3,8

NOTE: Numbers in the boxes correspond to the numbered activities on the following pages.

ADVANCED MARKETING

ADVANCED ACADEMIC SKILLS	Communications (A)	Economic Concept (B)	Employment & Advancement (C)	Human Relations (D)	Marketing Operations (E)	Market Planning (F)	Advertisement & Sales Promotion (H)	Selling (I)	Marketing Concepts (J)
1. Abstract Thinking	4,5,13	4,5,8		4,8			13	11,12	8
2. Applied Science	1	8		1,8				1,11	8
3. Creative Thinking	1,2,3,4,5,13	3,4,5,7,8	2	1,2,3,4,8	7	7	3,13	1,12	3,8
4. Cultural Diversity	2,5,6	5,6	2	2,6					
5. Mathematics	5,9	5			9			11	
6. Problem Solving	1,2,3,4,5,9,10	3,4,5,7,8	2	1,2,3,4,8,10	7,9	7	3	1,10,11	3,8
7. Self-Directed Learning	2,4,5,13	4,5,7	2	2,4	7	7	13		

NOTE: Numbers in the boxes correspond to the numbered activities on the following pages.

ADVANCED MARKETING

HIGHER-ORDER WORKPLACE COMPETENCIES	Communications (A)	Economic Concept (B)	Employment & Advancement (C)	Human Relations (D)	Marketing Operations (E)	Market Planning (F)	Advertisement & Sales Promotion (H)	Selling (I)	Marketing Concepts (J)
1 Resources	1,2,3,4,5,6,9,10, 13	3,4,5,6,7,8	2	1,2,3,4,6,8,10	9		3,13	1,10,1112	3,8
2 Interpersonal	1,2,3,4,5,10,13	3,4,5,7,8	2	1,2,3,4,8,10	7	7	3,13	1,10,	3,8
3 Information	2,3,4,5,6,9,10	3,4,5,6,7,8	2	2,3,4,6,8,10	7,9	7	3	10,11, 12	3,8
4 System	1,2,3,4,5,10	3,4,5,8	2	1,2,3,4,8,10			3	1,10	3,8
5 Technology	6,9	6		6	9			11	

NOTE: Numbers in the boxes correspond to the numbered activities on the following pages.

DECA Individual and Chapter Events

BASIC ACADEMIC SKILLS	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1. Arithmetic	X	X	X	X	X	X	X		X	X				X
2. Cultural Awareness	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Reading	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Speaking	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X

A Business, Personal and Financial Services Written
B Entrepreneurship Written
C Food Marketing Written
D General Marketing Written
E Hospitality and Recreation Marketing Written
F Specialty Store Retailing Written
G Entrepreneurship Participating
H Phillips Free Enterprise Individual
I Fashion Merchandising Promotion Plan
J Creative Marketing Research
K Phillips Free Enterprise Chapter
L Chapter Public Relations
M Civic Consciousness
N Learn and Earn Project

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DECA Individual and Chapter Events

ADVANCED ACADEMIC SKILLS	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1. Abstract Thinking	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Applied Science														
3. Creative Thinking	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Cultural Diversity											X		X	
5. Mathematics	X	X	X	X	X	X	X		X	X				X
6. Problem Solving	X	X	X	X	X	X	X		X	X		X	X	X
7. Self-Directed Learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X

A Business, Personal and Financial Services Written
B Entrepreneurship Written
C Food Marketing Written
D General Marketing Written
E Hospitality and Recreation Marketing Written
F Specialty Store Retailing Written
G Entrepreneurship Participating
H Phillips Free Enterprise Individual
I Fashion Merchandising Promotion Plan
J Creative Marketing Research
K Phillips Free Enterprise Chapter
L Chapter Public Relations
M Civic Consciousness
N Learn and Earn Project

HIGER-ORDER WORKPLACE COMPETENCIES	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1 Resources	A C D E F	A C D E F G	A C D E F	A C D E F	A C D E F	A C D E F	A C D E F	E G	A B C D E F G	A B C D E F G	E G	A C D E F G	A D E G	A B C D E F G
2 Interpersonal	A B C D	A B C K	A B C D	A B C D	A B C D	A B C D	A	A B	A B C	A B C D E F H I L	B E L	A B C E H L	A B C E H K L	A B C E F H K L
3 Information	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F	A B C D E F
4 System	C D I	D E G H I	C D I	C D I	C D I	C D I	D G H	H	G H	D G H I	H	G H I	E H I	C D H I
5 Technology	D	C	D	D	D	D	C		D	C D		D	D	C D

A	Business, Personal and Financial Services Written	H	Phillips Free Enterprise Individual
B	Entrepreneurship Written	I	Fashion Merchandising Promotion Plan
C	Food Marketing Written	J	Creative Marketing Research
D	General Marketing Written	K	Phillips Free Enterprise Chapter
E	Hospitality and Recreation Marketing Written	L	Chapter Public Relations
F	Specialty Store Retailing Written	M	Civic Consciousness
G	Entrepreneurship Participating	N	Learn and Earn Project

NOTE: The letters listed in each of the boxes correspond to the specific higher-order workplace competencies identified in **Section I, pages 8-10**.

Fundamentals of Marketing Activities

Inventing New Products

1A Competencies

A004 Speak in a business like manner
A005 Use proper listening skills
D004 Analyze personal interests, aptitudes, traits, abilities, and attitudes
D009 Develop professional relationships with customers, co-workers, supervisors, and managers

B Basic Academic Skills

Speaking
Listening

Advanced Academic Skills

Abstract thinking
Applied science
Creative thinking

Higher-Order Workplace Competencies

Applies technology
Assumes responsibility for own decisions and action
Collaborates with others
Communicates information
Demonstrates leadership abilities
Evaluates information
Identifies and applies current trends and issues
Participate as a team member
Resolves conflicts
Show empathy, respect and support of others

C Students are placed in groups of four each and the leader will select a number from 111 to 999 (zero can not be selected as a number). After selecting the number, the group will identify the three words that correspond to the number from the list below. Using these words, each group is to "invent" a new product or adapt a current product that relates to the words. For example 476 would be: shoes, button, and safety. Product "invented" could be baby shoes. The leader will explain to the class what the product is, how it works, and how the three words relate to the product. These products could be used as examples to work in other units, such as market planning, advertising and sales promotion, marketing concepts, and selling.

1. pencil	1. theater	1. plastic
2. window	2. ice cream	2. candy
3. book	3. dog	3. blanket
4. shoes	4. egg	4. television
5. credit card	5. bicycle	5. cup
6. run	6. key	6. safety
7. party	7. button	7. magazine
8. collar	8. vacation	8. computer
9. knife	9. jewelry	9. exercise

Adapted from: Lee, H. (1989). Thinking Skills and Coaching Strategies Workshop.

The Moon Survival Game

2A Competencies

A004 Speak in a business like manner
A005 Use proper listening skills
A007 Use non-verbal communication to help convey feelings
B003 Recognize that economic goods are the products and services offered to meet consumer needs and wants
D003 Identify the importance of self-understanding in establishing effective human relationships
D009 Develop professional relationships with customers, co-workers, supervisors, and managers

B Basic Academic Skills

Cultural awareness
Listening
Reading
Speaking

Advanced Academic Skills

Applied science
Creative thinking
Problem solving

Higher-Order Workplace Competencies

Assume responsibility for own decisions and action
Collaborates with others
Communicates information
Demonstrates leadership abilities
Evaluates information
Participate as a team member
Plan resources
Recommends appropriate action to be taken
Resolves problem situations
Set priorities
Understand social systems

C The class is divided into a minimum of three groups. A recorder/observer is chosen for each group. Each student reads the situation and completes an individual response. After the individuals have completed their responses, the group discusses and completes a group ranking.

*Each group's ranking is compared with NASA experts and the group closest to the NASA experts is determined.

*The recorder/observer has the final say in all group matters. Individuals may compute personal scores but must live with the group results. High group scores may be rewarded (bonus points, no homework), lower scores may be required to complete additional work (a paper summarizing this project, etc.)

Group decisions can be compared to individual rankings. Are group decisions, as a rule, closer to the experts answers? Are group decisions usually stronger than any individual decision? How do you feel if your score is high, but your groups score is low? How do you feel if your group score is high, and your score is low?

The Moon Survival Game

Situation

The situation described in this problem is imaginary. Your "life" or "death" will depend upon how well your group can share its present knowledge of a relatively unfamiliar problem so that the team can make decisions that will lead to your survival.

Individual Participants Instruction

You and several other persons are traveling in a spaceship to the moon to operate a weather station located on the light side of the moon. Approximately 200 miles from the weather station your spaceship experiences mechanical difficulties and is forced to crash on the surface of the moon. During the crash much of the equipment aboard is destroyed or damaged. Your ability to survive a 200-mile trip to the weather station depends upon your ability to choose which items should be taken on the trip.

You should review the fifteen items (Individual Ranking Sheet) which survived the crash and rank the items (in column "b") in terms of their importance to your survival on your 200-mile trip to the weather station. Place a "1" in column "a" for the most important item on the list and so on through "15", the least important item.

You may assume:

A. The number of your crew is the same as the number on your team.
B. You are the actual people in the situation.
C. The team has agreed to stick together.
D. All items are in good condition.
E. You are on the lighted side of the moon.

Team Instructions

Your team is responsible for arriving at a group ranking of the items they would take on the 200-mile trip to the weather station. Each member of the team has ranked the items individually; however, in this exercise your team should employ group consensus principles in their decision-making activities.

Group consensus principles you should follow are:

You should not:

1. Argue for your own individual rankings.
2. Change your mind only to reach agreement and avoid conflict.
3. Employ conflict-reducing techniques-i.e., voting, averaging or trading.
4. Perceive differences of opinion as being a hindrance to the team's efforts.

You should:

5. Exchange useful information.
6. View differences of opinion as being helpful to the team's efforts.
7. Support only decisions with which you can agree somewhat.

You will soon realize that group consensus is difficult to reach. Therefore, team decisions may not meet with everyone's approval. Your team should attempt to arrive at each ranking so that all members can at least partially agree.

Team rankings should be recorded in column "f" on the Team Report Summary.

Theory

Studies of group decision-making and problem-solving have indicated that decisions produced by individuals interacting in a group are usually superior to decisions produced by individuals when certain kinds of tasks are to be carried out. Where a task is relatively simple in its elements, where the elements are objectively separable, and where the task calls for a strict sequence of acts that can be performed by an individual, then an individual trained to organize or solve that type of problem will almost always reach a better decision, and more rapidly, than would a group.

However, in the case where problems are complex, that have many alternative paths or orders of sub-tasks through which the problem can be attacked, in which the elements are not easily discerned or conceptualized, in which one person can do one sub-task without interfering with another, and, in particular, where the efficacy of the solution depends on the continued coordination of a number of persons, then the decision will almost always be superior if it is produced by a group, in comparison to being produced even by the most capable of individuals. Furthermore, coordination will be superior if those persons involved in performing the task compose the group making the decision. Of course, the quality of the decision is also affected by the skills of the group members in coordinating their individual resources and their efforts.

Three decision-making styles observed to occur often in groups are:

1. Decisions made by a single person or a minority of a group.
2. Decisions based on the ability of a majority to overrule a minority.
3. Decisions based on support and agreement of the total group after debate and discussion.

While it is difficult to obtain these decision making patterns in their pure form, even under controlled laboratory conditions, studies by behavioral scientists indicate that each has a different effect on a group's performance. Speaking again of complex tasks demanding coordination, decisions emanating from the minority sub-group style (which is the style most frequently used in everyday life) are the least effective in using member resources and in obtaining the commitment of members, and are least apt to be decisions of high quality. When the number of members contributing to a decision is few, the final decision depends on the limited resources of the few. Generally, the minority (or one person) does less well than the total group because it usually does not have as much resourcefulness as the total group and because mutual probing and stimulation are missing. This especially is true in complex organizations such as schools, in which the central tasks of the organization cannot be carried out in a small face-to-face group involving most of the members.

The majority-vote style relies more than does the previous method on the combined effects produced by interaction and the resources of most individuals. As such, it is superior to the minority style in producing effective decisions. However, some assets are still being wasted when the majority vote is used. To the extent that the out-voted or non-involved minority are unable to use their resources and to influence the decision, there are still some resources not being brought to bear on the decision.

The decision-making style of group consensus represents a pattern of interaction in which all participants contribute resources and all share in the final decision. No decision becomes final that cannot obtain the approval of nearly all members; for this reason, consensus is difficult and sometimes impossible to obtain. It requires a fairly advanced understanding of the dynamics of conflict, interpersonal relations, and the use of individual resources. Observations indicate, however, that the method of consensus, when applied to complex problems requiring complex interpersonal coordination, results in decisions of superior quality which are usually well implemented.

If the method of consensus is to be used to the greatest effort, the group must be skillful in using its resources. Ordinary life in groups does not enable most of us to develop the requisite skill. In fact, even if one develops skills of this sort in one group, they may find themselves quite unable to bring this skill to bear in another group.

Adapted from: "NASA Exercise" in The Dynamics of Human Communication (A Laboratory Approach) by Gail E. Myers and Michele Tolela Myers.

NASA Rankings

1. Read the correct ranking to the participants which they will use for completing column "c" (Individual Ranking Sheet). The correct ranking was agreed upon by a number of NASA space experts. The correct rankings are:

a.	box of matches	15
b.	food concentrate	4
c.	50 feet of nylon rope	6
d.	parachute silk	8
e.	portable heating unit	13
f.	two .45 calibre pistols	11
g.	one case dehydrated milk	12
h.	two 100-lb. oxygen tanks	1
i.	stellar map	3
j.	life raft	9
k.	magnetic compass	14
l.	five gallons of water	2
m.	signal flares	10
n.	first aid kit	7
o.	solar-powered radio	5

2. Each participant should compute a differential score for each item. The participant should subtract column "c" from column "b" and place the difference in column "d" for each item. You may want to use the following examples:

(a) Items	(b) Individual Ranking	(c) Correct Ranking	(d) Differential Score
Two 100-lb. tanks of oxygen	1	1	0
Box of matches	5	15	10
Five gallons of water	3	2	1

Even though column "c" rankings may be greater than column "b", negative signs are not attached to the differences placed in column "d".

3. Each participant should add all fifteen differences in column "d" to arrive at a "Total Differential Score". This score should be placed in the box provided.

4. Each team recorder/observer should collect information needed for the "Team Report Summary"

5. The recorder/observer should request each team member to read the item rankings found in column "b" (Individual Ranking Sheet) and place the rating in column "b" (Team Report Summary), for each individual. At the bottom of column "b" (Team Report Summary), place the individual's "Total Differential Score" in the appropriate box. The individual's "Total Differential Score" is found in column "d" (Individual Ranking Sheet).

INDIVIDUAL RANKING SHEET

Items (a)	Individual Ranking (b)	Correct Ranking (c)	Differential Score (d)
One case dehydrated milk			
First aid kit			
Five gallons of water			
Life raft			
Two 100-lb oxygen tanks			
Portable heating unit			
50 feet of nylon rope			
Box of matches			
Food concentrate			
Parachute silk			
Two .45 caliber pistols			
Stellar map			
Magnetic compass			
Signal flares			
Solar-powered FM receiver/transmitter			
Total Differential Score			

Team Report Summary

(a) Items	(b) Individual Rankings						(c) Total of Individual Rankings	(d) Rankings of Averages	(e) Differential Individual Rankings	(f) Team Ranking	(g) Correct Ranking	(h) Team Differential
	1	2	3	4	5	6						
One case dehydrated milk												
First aid kit												
Five gallons of water												
Life raft												
Two 100-lb oxygen tanks												
Portable heating unit												
50 feet of nylon rope												
Box of matches												
Food concentrate												
Parachute silk												
Two .45 calibre pistols												
Stellar map												
Magnetic compass												
Signal flares												
Solar-powered FM receiver/transmitter												
Total Differential Scores												

REPORTING SCORES

Team	Differential Scores			
	A		B	C
	Individual		Team Average	Team Ranking
	High	Low		
1				
2				
3				
4				
5				
6				
7				

Sales Transactions

3A Competencies

A004 Speak in a business like manner
A007 Use non-verbal communication to help convey feelings
D009 Develop professional relationships with customers, co-workers, supervisors, and managers
I001 Identify how to analyze customer needs and wants
I002 Identify how to determine the buying motives of customers and then appeal to them
I003 Approach the customer and begin the sale
I004 Present the features and benefits of a product or service
I005 Overcome customer's objections and excuses
I006 Close the sale
I007 Follow-up to service the sale
I008 Identify sources of product or service knowledge
I009 Use information on tags, labels, stamps, wrappers, etc. to help the customer buy intelligently
I010 Convert product or service knowledge into selling points
I011 Compare goods or services favorably with competing products or services
I012 Suggest advertised product or services needed from one's own company that might satisfy the customer's needs
I013 Coordinate products or services with related items in an attempt to increase the amount of the sale
I014 Suggest larger quantities, higher priced goods, and additional goods in an effort to increase the average sale
I015 Identify the various types of selling, besides retailing, that takes place in marketing

B Basic Academic Skills

Cultural awareness
Listening
Speaking

Advanced Academic Skills

Cultural diversity
Problem solving

Higher-Order Workplace Competencies

Communicates information
Demonstrates flexibility and adaptability
Information processing
Resolves problem situations
Works effectively with cultural diversity

C Students are put into groups of four each. Each student is to sell a product (see list below) to a minimum of two other students in their group. When selling the product, the student will assume the role of a salesperson. If the student is the customer they will assume a role (at random) from one of the customers listed below. Sales discussions are brief conversations with a minimal preparation time.

Products:

a) American automobile
b) hot dogs
c) wristwatch
d) baby food
e) tennis shoes

Customer Roles:

a) a person from inner city New York
b) a person from Mexico
c) a person from Iran
d) a person from Japan
e) a person from Germany

Each student should realistically portray the role of the customer provided. While the salesperson is preparing to sell the product, the customers should prepare by recalling as much information as they can so that they may realistically portray the customer. The salesperson or customer may determine obstacles to the sale and respond correctly. For instance, Iranians have religious objections to eating pork (hotdogs, babyfoods); the salesperson could recognize this and adapt the product or the customer may present this as an objection to the purchase. (The instructor may decide to discuss some of these obstacles to the sale beforehand or wait until afterwards, depending on the class's knowledge of cultural traits.) Some discussions may include the German's importance of time, as opposed to the Mexican's less emphasis placed on punctuality, the American car in Japan (steering wheel on the "wrong side", governmental tariffs, etc.), the inner city persons need for an automobile or image associated with certain dress items (tennis shoes).

The student will prepare a summary (written or oral) discussing what was learned, the importance of planning a sales presentation (including customer knowledge) and how the presentation/product was adapted to meet the needs of customers with diverse backgrounds.

Adapted from: Project International Emphasis Interim Report (1991).

Buying Motives

4A Competencies

A004 Speak in a business like manner (if applicable)
D004 Analyze personal interests, aptitudes, traits, abilities, and attitudes
I002 Identify how to determine the buying motives of customers and then appeal to them

B Basic Academic Skills

Reading
Speaking (if applicable)
Writing

Advanced Academic Skills

Abstract thinking
Creative thinking

Higher-order Workplace Skills

Converts information to usable forms
Information processing

C There are five major buying motives (or reasons to buy) held by customers. A good salesperson is able to uncover the individual customer's buying motive and turn the buying motives into an appeal. The following are examples of buying motives:

Comfort and Convenience - feels good and doesn't require much time
Health and Safety - maintain good physical condition and avoid harm
Affection - appeal to love and acceptance
Pride - pleasure and satisfaction in one's desire or action
Economy - receiving the highest value for the amount of money spent

Suggested solutions to the five products provided on the attached handout. (Answers will vary, use the examples as a guide.)

1. Product: House
   Buying Motive: Comfort and Convenience
   Appeal: "This house is very spacious so I'm sure you will be very comfortable."
2. Product: Exercise Bike
   Buying Motive: Health and Safety
   Appeal: "By riding an exercise bike daily you will improve your blood flow and your health."
3. Product: Cologne
   Buying Motive: Affection
   Appeal: "This scent is very clean and powdery. I'm sure your mother will really like it."
4. Product: A work of art
   Buying Motive: Pride
   Appeal: "I'm sure this will complement the decor of your home. It will be the envy of your friends."
5. Product: Compact Car
   Buying Motive: Economy
   Appeal: "This car gets very good gas mileage."

Handout

Listed below are five products. You are to indicate a possible buying motive (from the list provided) and briefly describe an appropriate appeal. **NOTE** - This activity can be performed by completing a written assignment or role play situation.

Buying Motives

Comfort and Convenience
Health and Safety
Affection
Pride
Economy

1. Product: House

   Buying Motive:

   Appeal:

2. Product: Exercise Bike

   Buying Motive:

   Appeal:

3. Product: Cologne

   Buying Motive:

   Appeal:

4. Product: A work of art

   Buying Motive:

   Appeal:

5. Product: Compact Car

   Buying Motive:

   Appeal:

Suggestion Selling

5A Competencies

- A004 Speak in a business like manner
- A005 Use proper listening skills
- I012 Suggest advertised product or services needed from one's own company that might satisfy customer's needs
- I013 Coordinate products or services with related items in an attempt to increase the amount of the sale
- I014 Suggest larger quantities, higher priced goods, and additional goods in an effort to increase the average sale

B Basic Academic Skills

Listening
Speaking
Writing

Advanced Academic Skills

Abstract thinking
Applied science
Creative thinking
Problem solving

Higher-Order Workplace Competencies

Communicates information
Converts information to useable forms
Evaluates information

C Suggestion selling benefits the salesperson, the customer, and the business. The salesperson benefits because a larger sale will be made, resulting in a higher commission and/or recognition over a period of time. The customer will benefit because another need will be satisfied. The business will benefit due to the fact that greater sales can result in greater profit. There are five types of merchandise or services used in suggestion selling. They include:

1. **Related Merchandise** - A product or service that a customer should have to increase the use or enjoyment of the original purchase.
2. **Larger Quantity** - Used to denote that there is a volume discount. For example, $.99 a piece or three for $1.49. Buying in larger quantities can also save a customer time because it can eliminate a return trip in the near future.
3. **New Stock** - Customers appreciate this special service because they like having the opportunity to see the new merchandise. A new product can be brought to a customer's attention that they might otherwise never know about.
4. **Advertised or Sale Merchandise** - Most shoppers appreciate the opportunity to take advantage of a bargain. Salespeople are obligated to both the store and the customer to present information about such bargains.
5. **Special Occasion Merchandise** - Special occasions and holidays present an opportunity to sell more merchandise.

For each of the products listed below, describe how you would perform each of the 5 suggestion selling techniques. **NOTE** - This activity can be completed as a written report or role play situation.

1. Evening Gown
2. Video Cassette Recorder
3. Men's Cologne

Suggestion Selling Techniques

1. Evening Gown

Related Merchandise - "A matching garter with your gown would be perfect."
Larger Quantity - "This week we are offering a special prom package that includes the gown, matching shoes, and a garter for $300.00."
New Stock - "We have a new selection of handbags that would go perfect with your gown."
Advertised or Sale Merchandise - "Our entire stock of dress shoes are also 25% off."
Special Occasion Merchandise - "With the purchase of a gown, we are offering a discount rate on prom portraits at our studio."

2. Video Cassette Recorder

Related Merchandise - "We offer an extended warranty that covers all parts and labor for 3 years at a cost of $29.95. Would you be interested in the extended warranty?"
Larger Quantity - "The VCR alone is $199.00. We are offering a package rate that includes the VCR, 10 video tapes, and a head cleaner for $215.00. Does this package sound appealing to you?"
New Stock - "We have new vinyl VCR dust covers to go with your purchase."
Advertised or Sale Merchandise - "We are currently offering a 3-pack of Maxell videotapes for $4.99. That's a savings of $5.00."
Special Occasion Merchandise - "Beauty and the Beast has been a popular video and would make a wonderful present."

3. Men's Cologne

Related Merchandise - "May I suggest purchasing a bottle of after shave in addition to your cologne?"
Larger Quantity - "We are currently offering a special gift package that includes: cologne, after-shave, deodorant and shower gel for $49.98."
New Stock - "Did you know that the designer of your cologne, Ralph Lauren, has a new cologne line called Safari?"
Advertised or Sale Merchandise - "With any cologne purchase, you have the opportunity to buy this leather shaving kit for $12.99."
Special Occasion Merchandise - "For only $2.99 you can also give your boyfriend these heart boxers for Valentines day!"

To Hire or Not to Hire

6A Competencies

- A004 Speak in a business like manner
- A005 Use proper listening skills
- B014 Identify elements that need to be accounted for before a profit can be made
- C013 Explain gross pay and net pay
- E001 Perform addition and subtraction applications in marketing
- E002 Perform multiplication and division applications in marketing
- E003 Perform fraction and percentage applications in marketing
- E007 Handle COD and layaway sales transactions

B Basic Academic Skills

Arithmetic
Listening
Speaking

Advanced Academic Skills

Creative thinking
Problem solving

Higher-Order Workplace Competencies

Allocates resources
Assume responsibility for own decisions and action
Collaborates with others
Communicates information
Participate as a team member
Recommends appropriate action to be taken
Resolve problem situations
Risk taking
Set priorities
Sets realistic goals interrelated to the workplace
Uses workplace ethics and workplace honesty

C Divide the class into groups of four. Have the groups list what they consider the minimum salary and employee benefits should be for an entry level job. Provide the students with the attached handout. Allow a minimum of 30 minutes for the groups to decide which candidate to hire and provide a response to the four questions.

Handout

To Hire or Not to Hire

You own XYZ Store and you are currently earning $36,000 a year after taxes. You are a single parent and your 2 teenage children object to your working 10 hours a day, Monday through Saturday, and 5 hours on Sunday. Your budget looks like this:

House Payment	$800
Car Payment	$450
Insurance (Car/Health)	$650
Food	$100
Savings	$100
Clothes	$150
Utilities	$200
Misc	$250

You should be saving more for the children's education. You consider hiring part-time help. You do not plan to increase the number of hours the store will be open and do not believe your part time help will increase sales.

You figure part time help will cost you 10% more per hour than what you pay them. (FICA - Federal Insurance Contribution Act, FUTA - Federal Unemployment Tax Act, SUTA - State Unemployment Tax Act, Discount)

You have interviewed 2 candidates for the position:

Candidate 1 is a 28 year old college educated female returning to work. You feel she will do an excellent job and your customers will like her. You are concerned she will not stay with you unless you pay her at least $6.00 an hour.

Candidate 2 is an 18 year old high school senior trying to obtain his first job. You feel it will take a long time to train him and you are concerned about how your customers will react to his earrings. Sales may decrease if you hire him but you feel he will be satisfied to work for a long time at $4.50 an hour.

Within your group, select a spokesperson and respond to the following questions:

1. Do you hire someone. If so, which candidate?
2. What do you pay them?
3. What benefits do you offer?
4. How do you adjust your budget?

I Need My Job

7A Competencies

A004 Speak in a business like manner
A005 Use proper listening skills
C001 Identify personal occupational requirements
D004 Analyze personal interests, aptitudes, traits, abilities, and attitudes
D005 Identify personal strengths and weaknesses
D009 Develop professional relationships with customers, co-workers, supervisors, and managers

B Basic Academic Skills

Arithmetic
Listening
Reading
Speaking

Advanced Academic Skills

Problem solving

Higher-order Workplace Competencies

Allocates resources
Assume responsibility for own decisions and action
Communicates information
Evaluate employee performance and provide feedback
Evaluates information
Recommends appropriate action to be taken
Resolves conflicts
Resolves problem situations
Risk taking
Set priorities
Sets realistic goals interrelated to the workplace
Understand the relationship between two or more systems

C Divide the class into 3 groups and provide each group one of the 3 scenarios from the attached handout. Allow group 1 and 2 time to discuss the scenario provided and develop a plan to present to group 3. Group 3 must decide after hearing from group 1 and 2, what their decision will be.

Handout

I Need My Job

Scenario/Group 1

You are Ruby Begonia, a long time (25 years) dependable employee of Bob's variety store in Littletown, MO. Recently (since Bob has been ill) you have been acting manager, responsible for ordering merchandise, keeping store books, dealing with vendors, depositing cash in the bank account, etc. You know most of the customers by name. You are organized, know where everything is, and don't see the need to change things. You are a widow, eligible for retirement in 5 years. Bob has recently sold his store to a younger family member from out of town. You are meeting with the new owner today and want to present reasons for the owner to keep you employed.

Scenario/Group 2

You are Jeff Jones, and have worked for Bob's variety store in Littletown, MO for just 2 years. Recently you have discussed with Bob the advantages of purchasing a computer to assist in inventory, pricing, sales records, and accounts receivable and payable. You have prepared a report showing the financial advantages of installing such a system, but Bob became ill before you could discuss it with him. Bob, because of his illness, has sold the store to a younger family member from out of town. You are worried about keeping your job. Bob has allowed you time off when your child was born with health problems and you still owe a large debt to the hospital. Today you are meeting with the new owner and want to present reasons to continue your employment.

Scenario/Group 3

You have just purchased Bob's variety store in Littletown, MO from your uncle Bob whose health problems have forced him to retire. You are relocating your family to Littletown and are counting on the store's income to support you and your family. With the current level of sales and expenses you determine you must reduce payroll costs to provide an appropriate income. The two employees are Ruby, who earns $10 per hour, and Jeff, who earns $7 per hour. Today you are to meet with them both. After talking to both of them, you must decide what to do.

Finding a Job

8A Competencies

A004 Speak in a business like manner
A008 Read and understand written communications
C002 Describe entry-level marketing jobs available in most communities
C003 Identify possible advancement patterns
C004 Identify a tentative marketing occupational interest

B Basic Academic Skills

Reading
Speaking
Writing

Advanced Academic Skills

Creative thinking

Higher-order Workplace Competencies

Communicates information
Converts information to useable forms
Identifies resources
Information acquisition
Plans resources
Solves problems with appropriate technology
Uses computers to process information (if applicable)

C The student will go to the Missouri job placement office to use the computer to locate a job which would be appropriate for a marketing occupation. If students are unable to go to the Job Placement Office, use of the Occupational Outlook Handbook or the MOVIEW computerized career search will give students an overview of the jobs which might be appropriate for a marketing occupation. Information to be found includes: job requirements for one position, salary range, starting date, and determine at least one possible career path available to a person who might pursue this position.

After performing this search, the student will prepare a written summary including information provided from the evaluation guidelines. An optional oral report to inform others in the class of possible career goals and the anticipated rewards for different careers can be part of this activity.

Evaluation Guidelines

Identified source used to obtain information.
Use of appropriate grammar, spelling, punctuation.
Well organized, information in a logical sequence.
Position is appropriate for an entry level marketing occupation.
Salary range indicated.
At least one possible career path is illustrated and indicates additional education that is required.
Level of anticipated responsibilities provided.
Requirements for this position listed.
Student evaluated and presented possible problem areas within the organization.

Learning More About Other Countries

9A Competencies

A008 Read and understand written communications
B005 Identify economic activities
B007 Identify the major types of economic resources
B008 Identify examples of economic resources according to major type
B011 Compare and contrast the characteristics and values of three major economic systems

B Basic Academic Skills

Cultural awareness
Reading
Speaking
Writing

Advanced Academic Skills

Creative thinking
Cultural diversity
Self-directed learning

Higher-Order Workplace Competencies

Collaborates with others
Communicates information
Evaluates information
Identifies resources
Information acquisition
Participate as a team member
Understand social systems
Use computers to process information (if applicable)

C This activity provides the student with an opportunity to become familiar with the cultural diversity of other countries. Prior to starting this activity the teacher will cut slips of paper with the name of one country on each. (There should be enough paper for each student to draw out four countries each.) The countries will be placed in a container with the students each taking turns to draw one country until all countries have been selected. (Each student should have the same number of countries). The students will obtain information about each country to include, but not limited to:

Economic form (command, free market, mixed)
Major economic resources
Climate
Terrain
Economic activities
Major trading partners
Type of currency
Form of government
Foreign trade

After all the information has been gathered, the students from the same geographic area will prepare a report on the countries researched. In this report the similarities and differences of the countries should be noted. For example some South American countries are modernizing and others are still very poor. If possible the reports should be compiled on a word processor. Oral reports will be presented in class. Summaries of the reports could be submitted to the local school newspaper to educate others about foreign countries.

Demonstrating Efficiency of Scales

10A Competencies

B004 Define economics as a process
B005 Identify economic activities
B006 Explain the importance of understanding economics
B013 Define profit
E001 Perform addition and subtraction applications in marketing
E002 Perform multiplication and division applications in marketing
E011 Explain the importance of pricing
J003 Define marketing functions
J004 Explain the functions involved in marketing products and services
J012 Explain the marketing concept

B Basic Academic Skills

Arithmetic
Listening
Speaking

Advanced Academic Skills

Abstract thinking
Mathematics
Problem solving

Higher-Order Workplace Competencies

Allocates resources
Applies technology
Collaborates with others
Demonstrate leadership abilities
Evaluate employee performance and provide feedback
Manages time
Participate as a team member
Plans resources
Solves problems with technology
Uses computers to process information (if applicable)

C Supplies needed:

Paper - 5 colors
2 pair scissors
2 bottles glue (tape)
2 patterns of car parts
2 patterns of car
2 pencils

NOTE: If a spreadsheet program, such as Lotus 1-2-3 is available, a worksheet could be set up to prepare the calculations for the attached worksheet. One student could be assigned to enter data for each round.

ACTIVITY: This activity will provide the student with the opportunity to apply the theory of limited resources and the production learning curve. In most cases the level of production per worker will increase as the number of workers increases. In the final rounds, output per worker decreases because there is no increase in resources so all workers cannot be utilized effectively.

Each round should be a minimum of 4 minutes in length.

Divide the class into two teams.

For the first round select 4 students from the two teams (2 students per team). One student will be designated as the supervisor and quality control person, the other student is the employee. The supervisor may give advice and directions but is not allowed to perform any of the work.

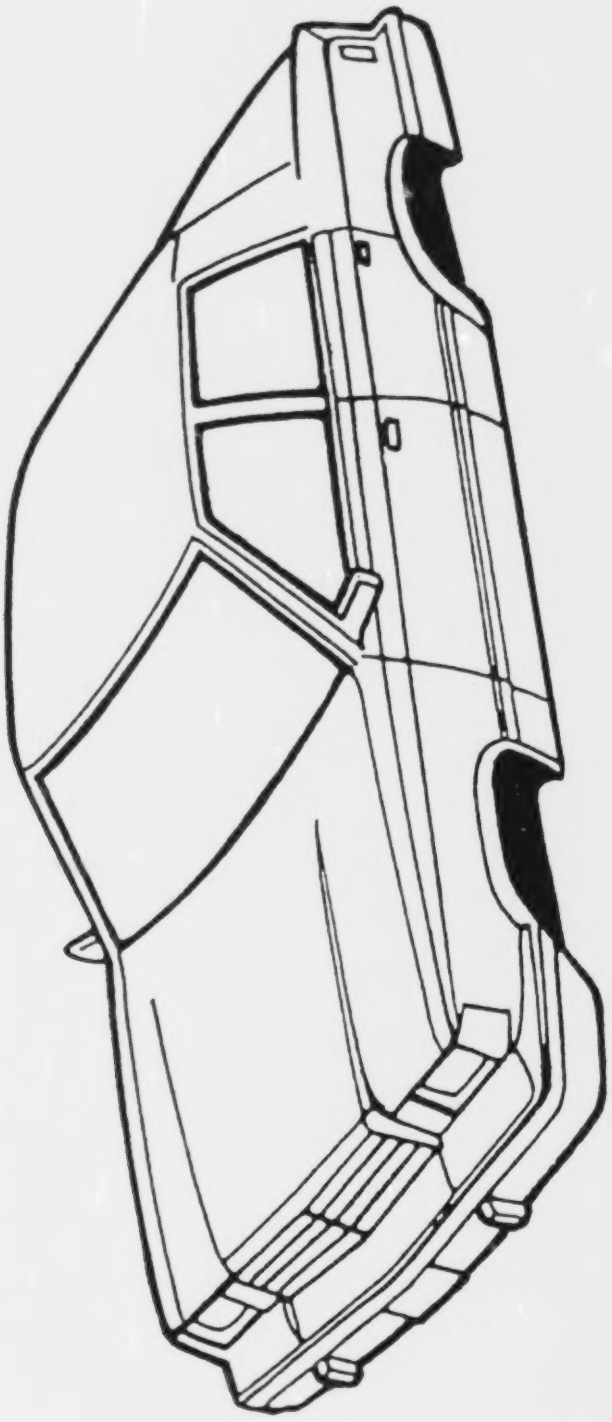
After each round the number of saleable, completed cars (they must have no flaws) made by each team is counted and the cost per car calculated as well as car per worker. (The supervisor **is** included in wage calculation but **not** in the car per worker count.)

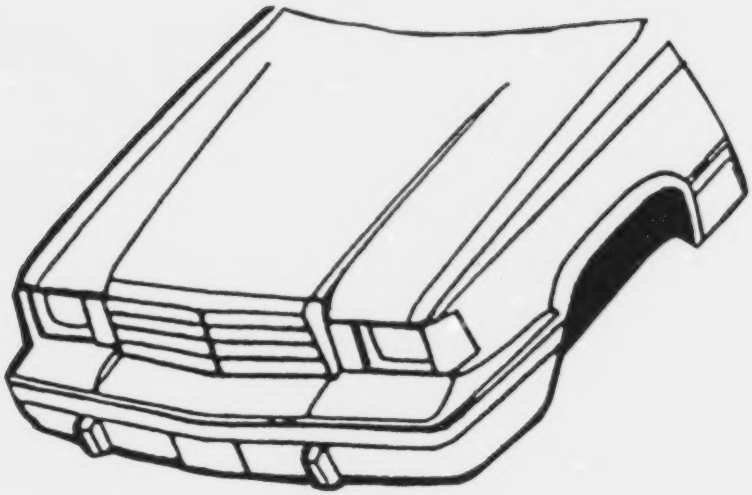
In each succeeding round additional laborers will be added (2 - 4 each time depending on time restraints) but no additional resources will be added, (i.e. scissors, paste or patterns). For the final round all the students should be working on a team. This helps students identify efficiency of scale and problems with limited resources.

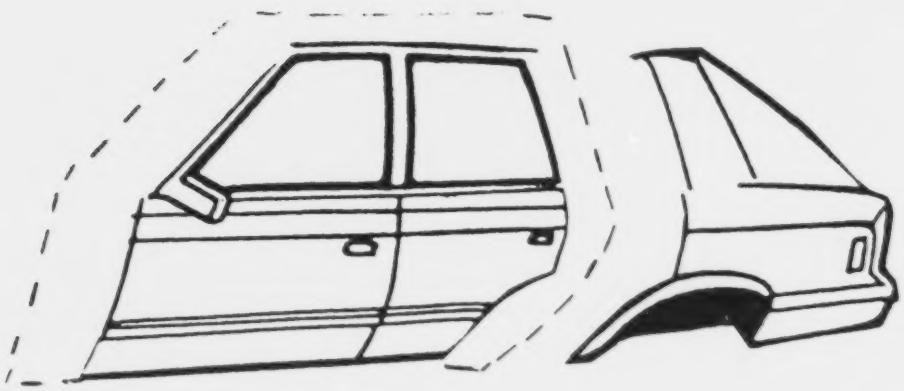
Write on the chalkboard the following headings for each team. The fixed costs will be entered into column 1, variable cost in column 2. The remaining columns contain the formulas to calculate the number needed for the analysis.

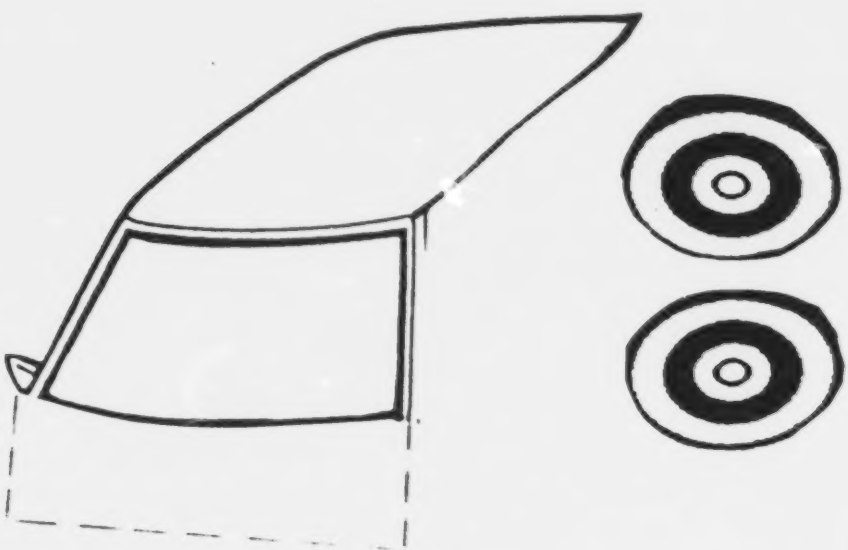
1	2	3	4	5	6	7
Fixed Costs	Variable Cost	Cars Made	Total Wages	Total Cost	Cost Per Car	Car Per Worker
200,000	@ $500		$50 x #workers	1 + (2x3) + 4	5/3	6/#workers

Car









Market Research

11A Competencies

A004 Speak in a business like manner
A005 Use proper listening skills
A006 Use the telephone in a business like manner
A008 Read and understand written communications
A009 Complete letters, forms, reports, and memorandums
F006 Identify the methods of gathering primary marketing data
F007 Apply one or more or the methods to gather primary data
F009 Cite examples of specific products/services and their target markets

B Basic Academic Skills

Listening
Speaking
Writing

Advanced Academic Skills

Creative thinking
Problem solving

Higher-order Workplace Competencies

Collaborates with others
Communicates information
Converts information to useable forms
Evaluates information
Information acquisition
Information processing
Participate as a team member

C This activity gives the student an opportunity to determine the type of market research that would be most appropriate based upon the information desired.

Students will be organized into an even number of groups with 3-5 persons in each group. Groups will be paired with one other group; each pair of groups will determine five shopping goods to research. A shopping good is defined as a good purchased after a great deal of searching and comparing similar products has occured.

After a product is selected the groups will determine 10 characteristics of the purchase and/or purchaser which can be used for setting up the design of the research. This could include demographic data for the person; sex, age, time of day, reason for purchase, race, family size, time spent making the selection. Product characteristics could include; brand, packaging, quantity purchased, approximate cost, and number of other brands available. The groups will then separate to allow each individual group to plan the method which would be best to perform the necessary research. If they plan to use a questionnaire, they will develop one to use. If visual observation, they will set up a form which can be used to record observations. Each person will perform the same research at different, but appropriate locations at the same time of day.

Collection of Primary Data

One method of collecting data is through the use of a survey. Surveys include mail, telephone and personal interview. One problem with mail surveys is the low return rate and inflexibility of the questionnaire. If the survey is too long there will be an even lower return rate. Telephone surveys are less expensive and more flexible than mail surveys. Setting up an adequate questionnaire is vital for the success of this type of collection. Field testing the questionnaire with students in a class may help to reduce potential survey problems.

Observation may also be used and combined with a personal interview. Mechanical devices may be used for gathering data or to supplement observations. Scanners can tell how many of a specific product has been sold, observation can be used to see how long a person takes to make a decision, and demographic data such as the persons approximate age, race, and sex.

After gathering the data, the group will organize the data into a readable form. In addition to the data obtained, there should be a comparison of the difference in the findings of the students in the various locations. An example would be, if the group was interested in the sex of the person making the purchase, the students will discover the percent that was male and the percent that was female at each store. A format to display this information must be devised by each group. This could include graphs and tables.

Product Life Cycle

12A Competencies

F004 Explain the role that product/service planning activities play in a company's success in the marketplace

F012 Identify the stages of the product life cycle

B Basic Academic Skills

Reading

Advanced Academic Skills

Abstract thinking

Problem solving

Higher-Order Workplace Skills

Converts information to useable forms

Evaluates information

Identifies and applies current trends and issues

Information acquisition

Information processing

C A product has an identifiable life cycle which is represented by its sales history over a period of time. The product life cycle (PLC) is usually divided into four stages: introduction, growth, maturity, and decline. The stages of the PLC are influenced by marketing conditions such as competition, fashion, and consumer behavior. Knowing the PLC helps managers develop marketing strategies to improve the sales volume and profitability of the product, regardless of current economic conditions.

Following is a list of the four stages of the PLC and characteristics to identify each stage.

Introduction

- First appearance of the product on the market
- Least profitable segment of the PLC
- The company develops a full-scale production and marketing effort
- Marketing objectives is consumer awareness
- There are no competitors with the exact same product
- Limited amount of distribution

Growth

- Rapid increase in sales
- Marketing objective is to stress differentiation from competitors
- Competition continues to grow
- More outlets for distribution are selected

Maturity

- Leveling off of revenue or slight drop is seen
- Increase in the number of competitors
- Strategy is to improve promotional and distribution efficiency
- Strategy is to maintain existing customers because few new customers are available to replace any who have left

Decline

- Sales and profits steadily drop
- Advantages support diminishes
- Advertising

Three strategies a company might take if they have a product in the decline stage:

1. Deletion - drop product from line
2. Harvesting - retain the product but reduce support costs
3. Contracting - contract with a smaller company to manufacture the product

After reviewing the four stages of the PLC and characteristics of each stage, the students will design a product life cycle similar to the illustration that follows. (Illustration adapted from: Marketing Practices and Principles, 1986, R. Mason, P. Rath, and S. Husted.) Within each stage of the graph, students are to identify a minimum of three products that are currently at that PLC stage. Students will illustrate the PLC utilizing posterboard. Students will then present their PLC to the class and discuss why the products they chose are in that particular PLC stage.

Suggested Products (1992):

Introduction

Crystal Pepsi, Syntax Motor Oil
Digital Audio Tape (DAT)
Videophones
CD players that record

Maturity

Coca-Cola
Ivory Soap
VCR's

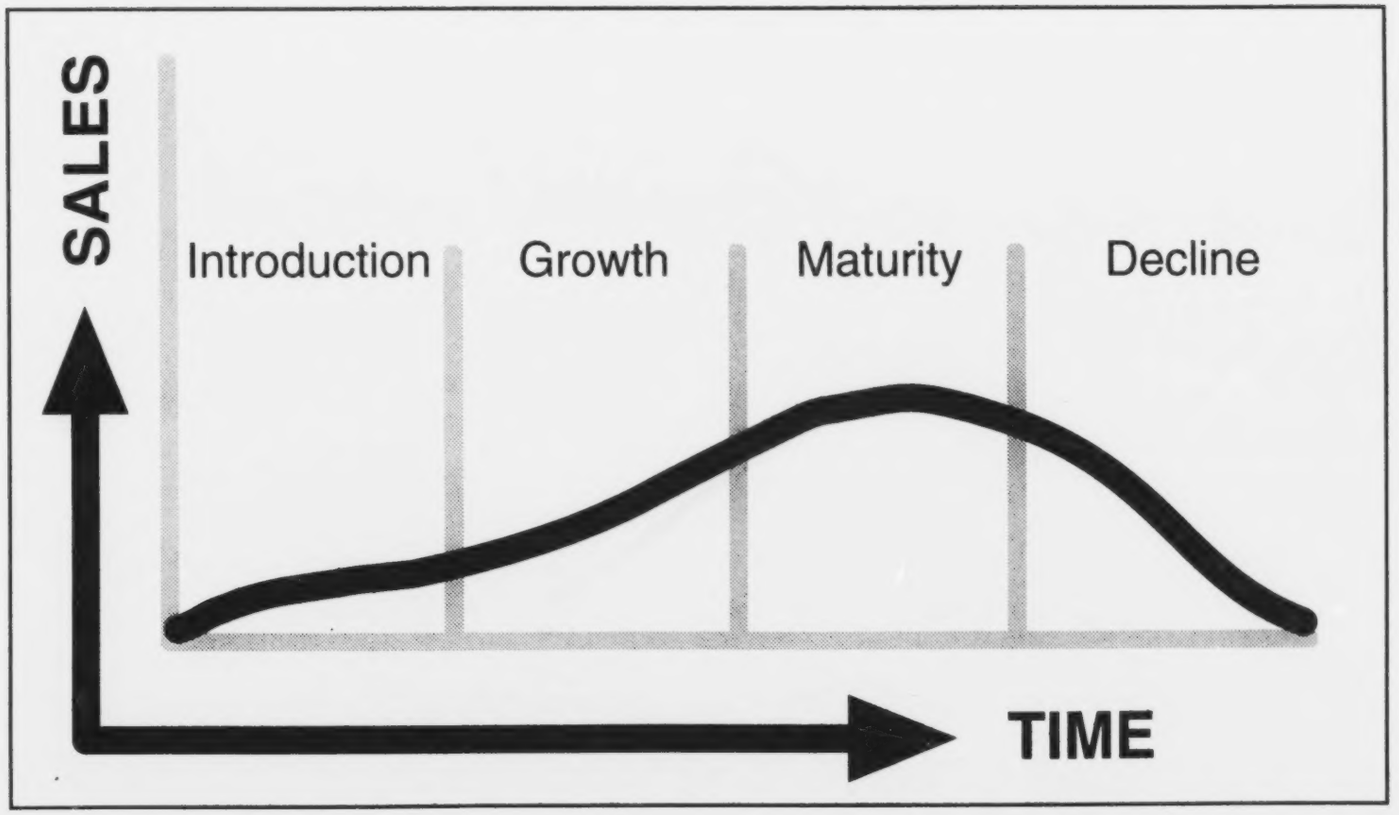
Growth

Compact Discs
Car phones
Car CD players

Decline

Vinyl Records
Manual Typewriters
Black and White Televisions
Reel Projectors
Regular gasoline

Product Life Cycle



Promotional Budget

13A Competencies

A009 Complete letters, forms, reports, and memorandums
E001 Perform addition and subtraction applications in marketing
E002 Perform multiplication and division applications in marketing
H004 Identify how sales promotion benefits the marketing business, employee, and consumer
H009 Identify the costs of various advertising media

B Basic Academic Skills

Arithmetic
Reading

Advanced Academic Skills

Creative thinking
Mathematics
Problem solving

Higher-Order Workplace Competencies

Allocate resources
Assume responsibility for own decisions and action
Collaborates with others
Communicates information
Converts information to useable forms
Demonstrates flexibility and adaptability
Evaluates information
Information processing
Participate as a team member
Set priorities

C A department store has a $75,000 promotional budget for one month. You are to figure the cost per thousand for the television, radio, and newspaper media. Cost per thousand = rate ÷ audience x 1000. After you have determined the cost per thousand, allocate your $75,000 promotional budget. Complete the worksheet provided. Present your reasoning for your budget decisions. (This activity can be done individually or in small groups.)

Media Cost (Answer Key)

Television - Production $1000

	Audience	Rates	Cost per thousand
Per day	40,000	$ 600	$ 15.00
Primetime	100,000	$ 2000	$ 20.00
Late night	20,000	$ 350	$ 17.50

Radio - Production $150

(Rock)	Audience	Rates	Cost per thousand
Drive time	30,000	$ 250	$ 8.33
Other	13,000	$ 100	$ 7.69

(Easy Listening)	Audience	Rates	Cost per thousand
Drive time	40,000	$ 300	$ 7.50
Other	22,000	$ 150	$ 6.82

Newspaper

Daily audience - 350,000		Cost	Cost per thousand
	Full Page	$2,000	$ 5.71
	1/2 Page	$1,000	$ 2.86
	1/4 Page	$ 500	$ 1.43

Sunday audience - 490,000		Cost	Cost per thousand
	Full Page	$3,000	$ 6.12
	1/2 Page	$1,750	$ 3.57
	1/4 Page	$1,000	$ 2.04

Media Cost (Worksheet)

Television - Production $1000

	Audience	Rates	Cost per thousand
Per day	40,000	$ 600	
Primetime	100,000	$ 2000	
Late night	20,000	$ 350	

Radio - Production $150

(Rock)	Audience	Rates	Cost per thousand
Drive time	30,000	$ 250	
Other	13,000	$ 100	

(Easy Listening)	Audience	Rates	Cost per thousand
Drive time	40,000	$ 300	
Other	22,000	$ 150	

Newspaper

Daily audience - 350,000		Cost	Cost per thousand
	Full Page	$2,000	
	1/2 Page	$1,000	
	1/4 Page	$ 500	

Sunday audience - 490,000		Cost	Cost per thousand
	Full Page	$3,000	
	1/2 Page	$1,750	
	1/4 Page	$1,000	

Adapting Promotional Plans

14A Competencies

- A004 Speak in a business like manner
- A005 Use proper listening skills
- D005 Identify personal strengths and weaknesses
- F004 Explain the role that product/service planning activities play in a company's success in the marketplace
- F005 Identify factors that influence product/service planning
- H003 Identify the special promotion activities used to promote sales
- H004 Identify how sales promotion benefits the marketing business, employee, and consumer
- H008 Compare current promotional material sent out to consumers by a business and its competitors (ex. catalogs, manufacturers brochures, etc.)
- H010 Identify the importance of visual merchandising as it applies to a business image
- H011 Select appropriate, seasonal, and timely display merchandise
- H013 Plan location of displays

B Basic Academic Skills

Listening
Reading
Speaking

Advanced Academic Skills

Creative thinking
Problem solving

Higher-Order Workplace Competencies

Collaborates with others
Identify resources
Information processing
Participate as a team member
Predicts impacts on system performance
Recognize consequences of inappropriate behavior
Recommend appropriate action to be taken
Risk taking
Set priorities

C Divide the class into groups of 3-5 students each, and provide each group with either scenario one or two. Allow time for each group to discuss the situation and develop a plan of action. Each group is to present their plan to the class. If time allows, the class may discuss each group's proposed plan's strengths and weaknesses.

Scenario One - You have just inherited your cousin's variety store in Smallsville, MO. The store offers cards and stationery, small appliances, toys, fabrics, cosmetics, candy, seasonal decoration, etc. Sales have been declining for several years, advertising has been almost nonexistent. As the new owner you have decided to hold a grand opening and hope to start a trend of increased sales.

Develop a 1 or 2 month promotional plan around the grand opening. You may want to advertise, change the store front, modify product lines, change the store layout, etc. Present to the class your suggestions and rationale. Discuss how would you determine the amount(s) you can spend for a promotional budget.

Scenario Two - Your cousin owns a variety store in Smallsville, MO. The store offers cards, stationary, small appliances, toys, fabrics, cosmetics, candy, seasonal decorations, etc. The store has been profitable for several years and your cousin is well known and respected in the community. Your cousin has just learned that Wal-Mart is considering opening a store in Smallsville. Knowing that you are a marketing expert, your cousin calls you for assistance in deciding what to do. Discuss within your group what you might suggest to your cousin, including the rationale behind it.

Advanced Marketing Activities

Sales Force Motivation

1A Competencies

A004 Interpret employee problems to management
A005 Interpret progress of departments, systems, or functions within the business to management
D001 Explain theories of employee motivation
D002 Identify ways to maintain a pleasant working environment
D003 Describe the importance of recognizing the accomplishment of others
I009 Set and evaluate sales goals or quotas

B Basic Academic Skills

Cultural awareness
Reading
Speaking
Writing

Advanced Academic Skills

Applied science
Creative thinking
Problem solving

Higher-Order Workplace Competencies

Allocates resources
Communicates information
Demonstrates leadership abilities
Evaluate employee performance and provide feedback
Identifies alternative system to improve performance
Sets realistic goals interrelated to the workplace
Show empathy, respect and support of others
Suggest modifications to existing systems
Understands social systems

C All motivation is self-motivation. A sales manager acts as a catalyst, providing both the stimulation for salespeople to feel motivated, and the proper rewards so the salespeople continue to feel motivated.

To better understand the behavioral concepts of motivation, we need to ask ourselves: Why does a person act as they do? Why does a person behave the way they do? The answer may be because he or she is seeking, consciously or unconsciously, to fill known physiological or psychological needs. All behavior starts with an aroused (or stimulated) need. Hunger, security, or a desire for prestige are examples of these needs. These needs may originate within the person or they may be stimulated by external forces. In either case a person will desire to expend some degree of effort to satisfy that need. This desire is referred to as motivation. In terms of sales jobs, motivation is the effort salespeople want to make toward various aspects of their jobs.

Sales managers must choose various elements of motivation that will best satisfy their particular motivational objectives. Listed below are the specific elements of the motivational mix:

Elements of the Motivational Mix

1. Basic Compensation Plan

    A. Salary
    B. Commissions
    C. Bonus payments
    D. Fringe Benefits

2. Nonfinancial Rewards

    A. Recognition awards - pins, trophies, certificates
    B. Praise and encouragement from management
    C. Job enrichment - greater responsibility, authority and control

3. Opportunity for promotion

4. Sales Contests - (Make sure the salespeople feel the effort is worth it!)

5. Sales Meetings and Conventions - Allows for communication between management and the sales people.

6. Sales Training Programs - Induction and continuation

Before developing a motivational program, managers must first understand their salespeoples' needs. Managers must also understand how the sales representative evaluates the rewards. Salespeople will ask themselves: Are the rewards worth the effort? Are they equitable?

The student is to assume the role of a sales manager for the XYZ Corporation and decide how to motivate the following sales representatives and defend their answer. The student may present their response orally or in written format.

A. An older salesperson who is satisfied with their present level of earnings. They consistently meet their quota, but there is potential for the sales representative to accomplish much more. The sales representative's retirement is definitely in the near future.

B. An excellent sales representative whose morale is low because they did not receive an expected promotion. They have been with the company for five years.

Adapted from: Stanton, W. J., Bushkirk, R. H., & Spiro, R. L. (1991). Management of a Sales Force. Boston: Irwin.

Analyzing Professional Behavior

2A Competencies

- A002 Give oral presentations to groups of marketing personnel
- A003 Interpret management policies to employees
- A004 Interpret employee problems to management
- A007 Read a variety of business communications and determine their relevant information
- A008 Communicate orally or in writing the important information gained from reading and research
- C001 Identify qualities necessary for management/entrepreneurship
- C002 Compare personal qualities with those needed for management/entrepreneurship
- D002 Identify ways to maintain a pleasant working environment
- D007 Describe the social obligation of marketing
- D008 Describe ethical behavior in marketing

B Basic Academic Skills

Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills

Creative thinking
Cultural diversity
Problem solving
Self-directed learning

Higher-Order Workplace Competencies

Assume responsibility for own decisions and action
Collaborates with others
Communicate information
Demonstrates flexibility and adaptability
Evaluate employee performance and provide feedback
Evaluate information
Participate as a team member
Recognize consequences of inappropriate behavior
Recommends appropriate action to be taken
Resolve conflicts
Resolves problem situations
Show empathy, respect, and support of others
Understand social systems
Works effectively with cultural diversity

C This activity relates to the issue of sexual harassment. Students will explore worker behavior, evaluate problem situations, research the issue, synthesize information for an employee meeting, and policy determination.

A store manager has observed the following employee behavior over a period of time. Among the observations are (instructor may want to add others):

1. A stock clerk has referred to a cleaning task as "women's work".
2. An older employee refers to other workers as "honey, dear, sweetheart".
3. With a shipment of new swimsuits, one employee commented to another employee, "I would like to see that on you."
4. Two employees on break exchanged "dirty jokes" with another employee present.
5. An employee frequently uses profane words in the presence of other employees.
6. One employee stands very close to other employees during conversations.
7. One employee frequently touches other employees when talking to them.
8. An employee has a noticeable focal point when looking at another employee.
9. In the work room, an employee sings a song with suggestive lyrics.
10. Two employee's seem to have an intimate, personal relationship.

Students, acting as a management team, will work in small groups to discuss the situations utilizing written materials from the Department of Labor to determine if a problem exists, how to address the problem, and how to develop, implement, and enforce a policy. Students will then structure their information analysis for an employee meeting. An oral report to the class will follow.

To obtain written materials from the Department of labor, contact:

U.S. Department of Labor
Room 700
911 Walnut
Kansas City, MO 64106

or

U.S. Department of Labor
200 Constitution Avenue N.W.
Washington, DC 20210

Internal and External Factors of the Marketing Mix

3A Competencies

A003 Interpret management policies to employees
A004 Interpret employee problems to management
A005 Interpret progress of departments, systems, or functions within the business to management
B009 Describe how government regulates business activities
B016 Explain the meaning of business risks
D002 Identify ways to maintain a pleasant working environment
D007 Describe the social obligation of marketing
D008 Describe ethical behavior in marketing
H016 Describe the potential elements of a promotional mix
H018 Describe the most important factors that management should consider when designing a promotional mix
J002 Identify factors that affect marketing strategies
J003 Determine a marketing mix

B Basic Academic Skills

Listening
Speaking
Writing

Advanced Academic Skills

Creative thinking
Problem solving

Higher-Order Workplace Competencies

Collaborates with others
Identifies and applies current trends
Participates as a team member
Plans resources
Predicts impact on system operation
Recommends appropriate action to be taken
Resolves problem situations
Suggests modifications to existing systems
Understand organizational systems
Understand social systems

C The class is divided into groups of 4-5 people, and each group selects a leader. Half of the groups are given Situation 1, and the other half is given Situation 2. The group leader will act as the manager in the situation. Each group is to determine an appropriate response to the situation.

A written report and/or oral presentations to present the groups solutions should be done so that each group may compare suggestions and the class as a whole may determine a solution to each problem.

Situation 1: You are the manager of a large grocery store in a medium size industrial city. You have recently discovered that a major manufacturer in town is closing, laying off a percentage of the wage earners that shop at your store. You have asked your management staff (students in your group) to examine this problem and have scheduled a meeting to discuss the store's reaction to this news.

Situation 2: You are the manager of a small grocery store in a medium size sun belt city. You have just learned that a major industrial manufacturer is relocating to your city. You are excited at the prospects of the increased business that this move will bring but question the ability of your store to handle this increase. You have scheduled a meeting with your department managers to talk about plans for the future.

Each Group Should:

1. Define the problem(s).

2. Offer suggestions to solve the problems.

3. Select the best solution.

4. Discuss the effects of the solutions on:
   The Marketing Mix: Product, Price, Place, Promotion and People.
   The Environmental factors that affect the decisions including: competition, legal, economic, social, cultural, and technological.

Company - Union Bargaining

4A Competencies

A002 Give oral presentations to groups of marketing personnel
A003 Interpret management policies to employees
A004 Interpret employee problems to management
B011 Identify the issues most commonly discussed during labor-management negotiations
B012 Explain the effects of unionism on labor and management
D002 Identify ways to maintain a pleasant working environment

B Basic Academic Skills

Listening
Reading
Speaking

Advanced Academic Skills

Abstract thinking
Creative thinking
Problem solving
Self-directed learning

Higher-Order Workplace Competencies

Allocates resources
Collaborates with others
Communicates information
Demonstrates leadership abilities
Evaluates information
Resolves conflicts
Set priorities
Show empathy, respect and support of others
Understand organizational systems
Uses workplace ethics and honesty

C Students are divided into an even number of groups of 3-5 persons (groups need not all be the same size). Half of the groups will represent management, the other half will represent labor. Each group will receive an information sheet (attached) indicating the starting points for the current negotiations. A handout will be provided "Hints on Bargaining" (attached) to assist the students. One person for each team will be designated as recorder. An oral report will follow.

Because of new technology the company wants to change the structure of the work-place, basis for wages, job descriptions, and incorporate participatory management. Participatory management is defined as management in which the various levels within a company work together to achieve a common goal. One example or participatory management is Management By Objectives in which the manager meets with each subordinate to make known the company objectives. They then discuss what the subordinate can and will do to help achieve these objectives. Periodic reviews occur between the various levels to determine whether goals are being reached.

BACKGROUND INFORMATION

The company involved is the LM&N Tire Company. The workers have had a strong union for the past 45 years. During the past year, several new pieces of equipment have been purchased which have improved the efficiency of the production line. Workers who need training have received the necessary training at company expense. Because of normal employee turnover, it has not been necessary to layoff any workers, although this may be necessary in the future. The union wants to increase wages significantly, the company wants workers to continue at their current wage and receive bonuses based on company profits.

CURRENT RATES OF PAY AND OTHER BENEFITS FOR UNION WORKERS

	CURRENT	DESIRED BY UNION
Average Pay	$12.75	$15.00 within 5 years
Overtime Pay	1 1/2	1 1/2 week-days, double on Sunday and Holidays
Hospitalization	50% company paid $200 deductible	100% company paid with $50 deductible
Holidays Paid	New Years President's Day Memorial Day July 4th Labor Day Thanksgiving & Friday Christmas Day	12 plus person's birthday Martin Luther King Day Veteran's Day Truman's Birthday
Vacation	1 week 1-3 years 2 weeks 4-10 years 3 weeks 11-20 years 4 weeks over 20 years	1 week 1-3 years 2 weeks 4-7 years 3 weeks 8-10 years 4 weeks 11-15 years 5 weeks 16-20 years 6 weeks over 20 years

COMPANY OFFER

Wages	Continue as present with 1 1/2 for all overtime work, and 25% of profits divided between workers based on workers annual earnings.
Hospitalization	Continue at current rate. Last year company paid an average of $125 per worker per month. Plan for current year expected to be $155 per worker per month.
Holidays	Continue at present level with addition of Christmas Eve.
Vacations	Continue at present level.

HINTS ON BARGAINING

1. Set clear objectives for every bargaining item and be sure you understand the grounds on which the objectives are established.

2. Do not hurry.

3. When in doubt, caucus with your associates.

4. Be well prepared with firm data supporting your position.

5. Always strive to keep some flexibility in your position. Don't get yourself out on a limb.

6. Listen to what the other party is really saying, find out why. The other party's motivation may involve more than economics.

7. Respect the importance of face saving for the other party.

8. Be alert to the real intentions of the other party, not only to goals but also to priorities.

9. Build a reputation for being fair but firm.

10. Learn to control your emotions. Use emotions as a tool, not an obstacle.

11. As each bargaining move is made, know its relationship to all other moves.

12. Remember that collective-bargaining negotiations are part of a compromise process. Each side will have to give in on some items.

13. Work at understanding their personalities.

14. Consider the impact of present negotiations on those in future years.

International Trading

5A Competencies

A008 Communicate orally or in writing the important information gained from reading and research

B014 Explain why nations engage in international trade

B015 Describe how international trade affects the economic independence of nations

B Basic Academic Skills

Listening
Reading
Speaking

Advanced Academic Skills

Abstract thinking
Creative thinking
Cultural diversity
Mathematics
Problem solving
Self-directed learning

Higher-order Workplace Competencies

Allocates resources
Collaborates with others
Communicates information
Information acquisition
Information processing
Participate as a team member
Understand organizational systems
Understand the relationship between two or more systems

C The purpose of this activity is to provide the students with an opportunity to practice using the barter system knowing that each country **must** have some of each product at the end of trading.

Materials needed:

Construction paper in three colors cut to the following specifications:
15 large pieces to represent capital goods
60 medium pieces to represent small goods
120 small pieces to represent agriculture products

Students will be divided into three groups, each will represent a different country.

The first country produces mostly agricultural products or has raw materials but not the capability to develop these. They want to trade for products and/or equipment. Characteristics of these countries would be large, possibly untrained work force, undeveloped resource base (this could be a South American country, one of the new Russian republics or an African nation).

The second country is an emerging nation which, through its resources, is able to offer a variety of small appliances, computers, and calculators to trade. This country is developing a trained work force for some other type of manufacturing (Korea, Taiwan, Poland).

The third country is an industrial nation and has capital goods such as airplanes, earthmoving equipment, and hi-tech equipment for factories (this could be Canada, Japan or another industrialized country).

Each group should research the suggested countries or others they are aware of and select a specific country for which they choose to barter. (The country must meet criteria described in the three preceding paragraphs). Banners could be made identifying the country by each group.

At the end of the trading session (30 minutes) each country should have at least 3 capital goods, 15 small goods and 30 agricultural products. Capital goods will be traded individually, small goods in lots of five and agricultural products in groups of ten. The winning team is the team who first reaches the desired amounts or the team closest at the end of the trading season.

Researching Countries

6A Competencies

A007 Read a variety of business communications and determine the relevant information
A008 Communicate orally or in writing the important information gained from reading and research
A009 Interpret tables, graphs, and charts in order to gain marketing information relevant to a business
B014 Explain why nations engage in international trade
B015 Describe how international trade affects the economic interdependence of nations
D007 Describe the social obligation of marketing

B Basic Academic Skills

Cultural awareness
Reading
Writing

Advanced Academic Skills

Cultural diversity

Higher-Order Workplace Competencies

Allocates resources
Applies technology
Converts information to useable forms
Evaluates information
Information systems

C This activity provides the student with the opportunity to become familiar with other countries. If a computer with a database is available, the student will have the opportunity to use the computer to enter information obtained about the countries, and then use the database system to search for countries which meet specific criteria. Prior to starting this activity the teacher will prepare slips of paper with the name of one country on each. (There should be enough for each student to draw out four countries each.) The list of countries will be placed in a container with the students each taking turns to draw one country until all countries have been selected. (Each student should have the same number of countries).

The student will obtain information about each country in order to describe the significance of international trade. This information will include, but is not limited to:

Economic form (command, free market, mixed)
Major industries (at least 3)
Skilled or unskilled workers
Urban or rural majority
Largest city
Type of currency
Major trading partners
Climate
Terrain
Type of government

When all students have gathered their information each student will share information concerning their country with other students.

Practicing Entrepreneurship

7A Competencies

- B016 Explain the meaning of business risks
- B017 Identify types of risks that businesses encounter
- E013 Interpret breakeven points
- E015 Interpret financial statements
- E016 Complete financial statements (balance sheet, income statements)
- F009 Identify sources of ideas for new products
- F015 Identify the factors that affect pricing
- F023 Plan mark-up

B Basic Academic Skills

Arithmetic
Writing

Advanced Academic Skills

Creative thinking
Problem solving
Self-directed learning

Higher-Order Workplace Competencies

Allocate resources
Assume responsibility for our decisions and action
Collaborates with others
Communicates information
Demonstrate flexibility and adaptability
Demonstrate leadership abilities
Participate as a team member
Show empathy, respect and support of others

C This activity allows the opportunity for students to create an actual product and market it at a local craft show. The students will work in groups and suggested guidelines are:

1. Divide students into groups (companies) of 3-4 and select a name for the company.
2. Each company is given X amount of dollars. (i.e. $10.00 per company)
3. Each company's task is to design and produce a product(s) that would sell at a holiday gift/craft show spending no more than the dollar amount originally provided. (Some companies may make one thing, others may diversify to 3 or more products).
4. Products are priced by calculating costs plus a reasonable markup.
5. Signs and price tags are to be made and attached to the products.
6. Companies contribute $2.25 towards rent (booth costs), and one worker for two hours. If not, companies are charged $7.00 per hour. All workers need to show up.
7. Only students can sell the products.
8. Financial statements are prepared before the show, showing the value of the merchandise, quantity, and expenses incurred. Statements are finalized after the show.
9. Each company calculates its profit/loss. (All groups should show a profit). After expenses are paid, students are allowed to share their profit.

Rationing Kidney Transplants

8A Competencies

- B008 Identify reasons for government regulation of business activities
- B009 Describe how government regulates business activities
- B016 Explain the meaning of business risks
- D007 Describe the social obligation of marketing
- D008 Describe ethical behavior in marketing
- J003 Describe a marketing strategy for a given situation

B Basic Academic Skills

Speaking
Writing

Advanced Academic Skills

Abstract thinking
Applied Science
Creative thinking
Problem solving

Higher-Order Workplace Competencies

Allocates resources
Assume responsibility for own decisions and action
Collaborates with others
Communications information
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Evaluates information
Identifies resources
Information processing
Manages time
Participate as a team member
Plans resources
Recognize consequences of inappropriate behavior
Recommends appropriate action to be taken
Resolves conflicts
Resolves problem situations
Set priorities
Teaches others new skills
Understand social systems
Understand the relationship between two or more systems
Works effectively with cultural diversity

C **Economics** - This lesson uses the example of kidney transplants to provide students with additional practice in applying their decision making skills. It stresses difficult decisions related to handling scarcity. More people require kidney transplants than can be provided, given the limited number of donated kidneys. Students consider alternative methods for rationing organ transplants and evaluate how each method influences the relative scarcity of the resource.

Reasoning - Economic reasoning can help students to explain human actions and anticipate the consequences of policies in emotionally and ethically charged issues just as it helps with the analysis of ethically simpler issues, such as car sales. This lesson provides information regarding the criteria that hospital boards establish when allocating the available organs. These criteria may include age, potential match to avoid the body's rejection, ability to pay, and citizenship. Students should see this issue as yet another example of rationing a scarce resource; they also should see that different rationing methods establish incentives which encourage potential patients to behave in a manner which may enhance their chances of obtaining the operation.

Time Required: One class period

Procedure

1. Divide the class into small groups.

2. Distribute the handout that describes each potential recipient and have the students read.

3. Explain that each group should decide which patient should receive the kidney transplant; each group also should explain the criteria it used to make its decision. If a group chooses a patient unable to pay the full cost of the operation, that group should explain how the hospital will cover the remaining cost.

4. Have each group state its choice and record these answers on the chalkboard.

5. Discuss each small group decision by asking the following questions:

   A. Why did some groups choose different patients to receive the kidney transplants? (Students give different priorities to the patient's characteristics. Their criteria probably will reflect different values, religious backgrounds, and other important influences in the students' lives. It would be unusual for everyone to agree on this issue unless there were enough kidneys for every patient.)

   B. What economic principles apply in this situation to help us understand the problem?

   C. If potential patients knew what your criteria were for choosing a transplant recipient, how might they change their qualifications for the operations?

      (These answers may take some imagination, but a few ideas might be: If students used an age criterion, each potential patient might emphasize the positive effect he or she would have on young lives; criterion of paying customer - raise money through work, insurance, contributions, loans, promises to pay in the future; criterion of public service contributions - emphasize the public service each does or is likely to do in the future. Emphasize that people respond to incentives to qualify for unlimited goods and services.)

6. At this point provide students with the following information: "During the last year, 300 foreign individuals received kidney transplants in U.S. hospitals - ten percent of all transplants performed - even though there are 10,000 Americans waiting for kidney transplants at foreign hospitals. In addition, a large, illegal, world market for human organs is growing. Illegal commerce in transplant organs is becoming a big business."

7. Ask students if they think these two developments, exporting organs and illegal commerce, constitute a problem. If they think it does, what might be done about it? (Don't come to conclusions. Just let students express their initial reactions.)

8. Distribute the handout on the three rationing plans and ask students to answer the questions as a group project.

9. Discuss the handout by asking the following questions:

   A. Does "need" serve as a useful criterion for decisions on organ transplants?

      (No, all patients can make a good case that they need the operation. Each life is threatened if the operation does not take place.)

   B. How might a law requiring demonstrated "need" set up incentives for patients to appear more poor or to become poor?
      (If money or wealth prevents you from obtaining a life saving transplant, most patients will reduce their wealth to hide it.)

   C. Would an "Americans First" policy influence the decisions of doctors?

      (Yes, but they might not feel that the best health-related criterion was being followed.)

   D. How would an "Americans First" policy change patient incentives?

      (Foreign nationals requiring a transplant operation would make every effort to obtain U.S. citizenship or to obtain an illegal organ transplant if none were available in their own country.)

   E. Is an "Americans First" policy on kidney transplants different from other trade restriction laws?

      (Such a policy would be very similar to restrictions on the sale of other, less controversial goods and services.)

   F. Would an open market for organ transplants change the current situation for rationing kidney transplants?

      (Yes, the quantity demanded would decline as the price rose, and the quantity supplied would increase. In the long run the supply of donated organs might increase.)

G. Why would many people oppose a market rationing plan for organ transplants?

(Many people are not convinced that such a plan would increase the quantity supplied, or they may believe that purchasing power is not the best criterion for deciding who would receive life-saving operations. Serious ethical questions are raised with such a policy. Unfortunately, any other policy will also raise serious ethical conflicts.)

H. Do non-market rationing programs correct the problem and provide equal treatment to everyone?

(No, because scarcity still exists and kidney transplants will be allocated according to other, equally arbitrary rules regarding recipient qualifications. Discrimination will exist depending upon the criteria used to allocate scarce organs.)

Closure

Remind the students that understanding economic reasoning should help them to analyze difficult ethical problems like this one.

A. What is the main problem in this case?

(While there are many issues, the main problem is scarcity.)

B. What do you believe is the best way to handle this problem?

(Answers will vary but encourage the students to apply economic reasoning to explain their decision.)

Rationing

You are a member of a surgical team in a leading U.S. hospital. As a team, you must decide which patients should receive kidney transplants as donated organs become available. Recently your hospital received an organ donation from the family of an accident victim. As best as your team can determine, each of the five candidates' bodies would accept the kidney without major threat of rejection. The cost of this operation, surgical fees and hospital care, would come to approximately $10,000. Decide which patient will receive the kidney transplant operation. Be prepared to explain your choice to the class by identifying the criteria you used to evaluate each patient.

POTENTIAL KIDNEY TRANSPLANT RECIPIENTS

1. A 10-year-old Indian girl living in Bombay with wealthy parents. She is an only child who will not live to be an adult if she does not receive a new kidney. Her parents are willing to pay all the costs involved in the operation and treatment. They have even offered to pay a donor $10,000 for a healthy kidney.

2. A 40-year-old Canadian male construction worker with a wife and five children. Until recently, he provided most of the family's income. Now his wife works at part-time jobs to earn the family income. His insurance would cover about one-half of the costs of the operation and post-operative care.

3. A 20-year-old male college student studying for the ministry. His family is middle-income. His mother and father work as teachers in the local public school district. Their medical insurance does not cover this medical problem so the family would be forced to borrow the money for the operation. He and his sister would have to postpone their college educations until these expenses are paid for.

4. A 55-year-old male political leader from Latin America who spent his life fighting for the rights of the poor and uneducated people of his country. He and his wife are very popular, well respected people at home and in the international community for their humanitarian work. Their work is just bearing political fruit, and he may be elected president of his country if a kidney transplant allows his health to improve. He has no money, but the hospital could probably start a successful donation campaign to cover the costs of this operation. The publicity of the operation also would boost the prestige of the hospital.

5. A 30-year-old female working as a sales representative for the regional telephone company. She has no family. Her parents died in a car accident when she was 18. She plans to marry as soon as her health improves as a result of the kidney transplant. Her health insurance will cover the costs of the operation.

Rationing

Rationing Plan A

Senator John Jackson introduced a bill in Congress which would require hospitals to provide kidney transplants to any U.S. citizens regardless of their ability to pay the costs of the operation and treatment. He did this to "insure that organs are given to those who need them most, not just those who can afford them."

- What effect would this bill have on your decision as a hospital team evaluating the five kidney transplant patients?

- If you had to choose the person who most needed the operation, would you now change your earlier decision?

- Would such a law change the supply of donated organs? If so, how? If not, why not?

- Would such a law increase or decrease the number of people who wish to obtain an organ transplant?

Rationing Plan B

Representative Marlen Mill, reacting to the large number of kidney transplants provided for non-U.S. citizens, introduced a bill to require an "Americans First" policy. This policy would require all hospitals and organ procurement agencies to provide organ transplants to foreign nations only after conducting a lengthy, thorough and unsuccessful search for a suitable U.S. recipient.

- Would such a law change your earlier decision on the transplant recipient?

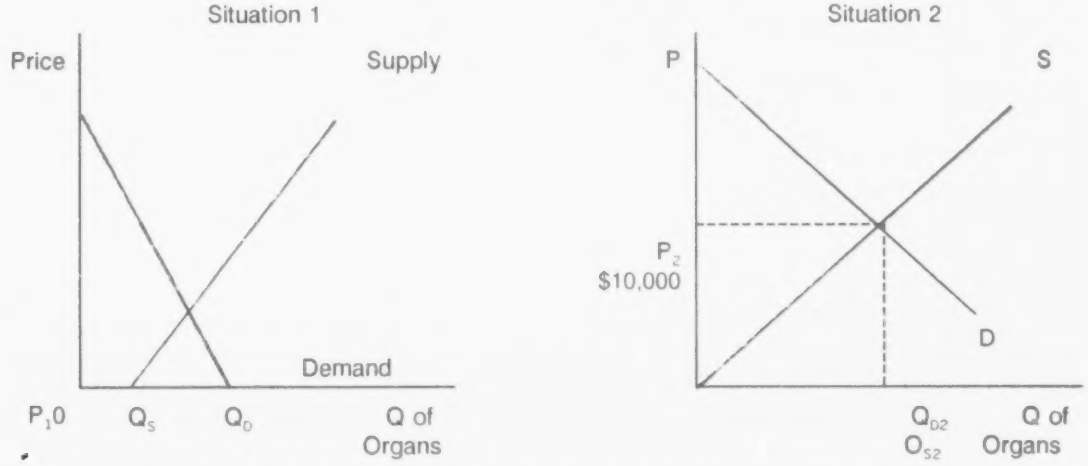
- Would such a law increase or decrease the supply of donated kidneys?

- Would such a law help increase or decrease the number of people who want an organ transplant?

- How might other countries react to such a law?

Rationing Plan C

Economist Stanley Goodhart suggests that nations should engage in an open market for organ transplants, allowing legal sales of body organs. Living donors would receive the market price for any donated organ. Donors wishing to donate organs at the time of their death could designate who would receive the funds generated by the sale of their organs. Dr. Goodhart asserts that the current price of zero is too low and fails to encourage organ donations. Higher prices would increase the quantity of organs supplied and reduce the quantity of organs demanded. The graphs below depict the situation as he describes it.



- What effect would such a policy have on the decision you made to give an organ transplant?

- Would the policy increase or decrease the supply of donated organs?

- Would the policy increase or decrease the number of organ transplants people want to receive?

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Planning Sales

9A Competencies

A009 Interpret tables, graphs, and charts in order to gain marketing information relevant to a business
E005 Calculate stock turnover
E006 Maintain stock control records
E007 Determine relationships between stock and sales

B Basic Academic Skills

Arithmetic
Writing

Advanced Academic Skills

Mathematics
Problem solving

Higher-Order Workplace Competencies

Allocates resources
Applies technology
Converts information to useable forms
Information acquisition
Information processing
Plans resources
Solves problems with appropriate technology
Uses computers to process information

C. Six month merchandise plan

Answer Key

a)

$	13,500
	17,000
	18,500
	19,500
	24,200
	16,500
$	109,200 Total Fall Sales

b) Remember that September's EOM stock figure is the BOM figure for October, October's EOM is November's BOM, etc.

	August	September	October	November	December	January
Sales	$13,500	$17,000	$18,500	$19,500	$24,200	$16,500
+MD	+ 1,100	+ 1,500	+ 1,800	+ 1,800	+2,300	+1,600
+EOM Stock	+32,000	+38,000	+41,000	+53,000	+38,000	+25,000
-BOM Stock	-27,800	-32,000	-38,000	-41,000	-53,000	-38,000
Purchases	$18,800	$24,500	$23,300	$33,300	$11,500	$ 5,100

August Purchases	$ 18,800
September Purchases	24,500
October Purchases	23,300
November Purchases	33,300
December Purchases	11,500
+ January Purchases	+ 5,100
Season's Purchases	$116,500

c)

August BOM	$ 27,800
September BOM	32,000
October BOM	38,000
November BOM	41,000
December BOM	53,000
January BOM	38,000
+ January EOM	+ 25,000
Total Inventory	$254,800

$$\frac{\text{Total Inventory}}{\#\text{Inventories}} = \text{Average Stock } \frac{\$254,800}{7} = \$36,400$$

$$\frac{\text{Sales}}{\text{Average Stock}} = \text{TO } \frac{\$109,200}{\$\ 36,400} = 3.0$$

d)

August MD	$ 1,100
September MD	1,500
October MD	1,800
November MD	1,800
December MD	2,300
+ January MD	+ 1,600
	$10,100

$$\frac{\text{MD \$}}{\text{Sales \$}} = \text{MD\% } \frac{\$\ 10,100}{\$109,200} = 9.2\%$$

Six-Month Merchandise Plan (Answer Key)

	August	September	October	November	December	January	Total
Plan Sales	$13,500	$17,000	$18,500	$19,500	$24,200	$16,500	$109,200
Markdowns	$1,100	$1,500	$1,800	$1,800	$2,300	$1,600	$10,100
EOM Stock	$32,000	$38,000	$41,000	$53,000	$38,000	$25,000	$227,000
BOM Stock	$27,800	$32,000	$38,000	$41,000	$53,000	$38,000	$229,000
Purchases	$18,800	$24,500	$23,300	$33,300	$11,500	$5,100	$116,500

Handout

1. The six-month merchandise plan is approved by the divisional merchandise manager, the general merchandise manager, and the controller. It is possible that revisions will be necessary before a financial plan becomes final. Once the season has begun, the best merchandise plan is a flexible one. Sales, stocks, purchases, and markdowns should be adjusted according to the season's actual results If sales are better than anticipated, stocks may be revised upward to take advantage of the greater demand. Conversely, if sales are poorer than anticipated, stocks may have to be revised downward. Furthermore, returns to vendors and returns by customers, neither of which is usually large enough to include in the plan, may occasionally be significant enough to require an adjustment.

2. From the following chart, determine the amounts for:

   a) Total sales for the season
   b) Monthly and season purchases
   c) Average stock and stock turnover
   d) Markdown percent for the season

The following worksheet illustrates a form that may be used to show the figures just calculated. Only the figures calculated are included on the plan.

Six-Month Merchandise Plan (Worksheet)

	August	September	October	November	December	January	Total
Plan Sales	$13,500	$17,000	$18,500	$19,500	$24,200	$16,500	
Markdowns	$1,100	$ 1,500	$ 1,800	$1,800	$2,300	$1,600	
EOM Stock						$25,000	
BOM Stock	$27,800	$32,000	$38,000	$41,000	$53,000	$38,000	
Purchases							

Methods of Sales Force Compensation

10A Competencies

A003 Interpret management policies to employees
A008 Communicate orally or in writing the important information gained from reading and research
D001 Explain theories of employee motivation
D002 Identify ways to maintain a pleasant working environment
D003 Describe the importance of recognizing the accomplishments of others
I009 Set and evaluate sales goals or quotas

B Basic Academic Skills

Reading
Speaking
Writing

Advanced Academic Skills

Problem solving

Higher-Order Workplace Competencies

Allocates resources
Demonstrates leadership abilities
Evaluates employee performance and provide feedback
Evaluates information
Identifies alternative system to improve performance
Plans resources
Recommends appropriate action to be taken
Set priorities

C The activity relates to the issue of sales force compensation. There are three basic methods of sales force compensation: straight salary, straight commission, and a combination. These methods are defined as:

1. Straight salary - A direct monetary reward paid for performing certain duties over a period of time.

2. Straight commission - A regular payment for the performance of a unit of work.

3. Combination - Salary plus commission or bonus, commission and guaranteed drawing account, or commission and bonus.

The advantages and disadvantages of each method include:

Advantages Straight Salary Compensation

1. High degree of security.
2. Stability of earnings.
3. Give more attention to customer's needs.
4. Fixed cost, easy to administer from a managerial standpoint.

Disadvantages Straight Salary Compensation

1. No direct incentive.
2. Fixed cost, no direct relationship between salary expense and sales volume or profit.
3. No future to stimulate prospecting new accounts.

Advantages Straight Commission

1. Terrific incentive to sell.
2. Weeds out ineffective salespeople.
3. Commission is a direct response, an expense is incurred only when a sale is made or some other activity is performed.

Disadvantages Straight Commission

1. Difficult to supervise and direct activities because the salespeople tend to think they're in business for themselves.
2. Often the sales representative's only concern is to sell more merchandise, without regard for the company or the customers interest.
3. Encourage a "hard" sell.
4. Earnings may fluctuate widely.
5. Sales representatives may concentrate on easy-to-sell items.

Assignment

Students who aspire to be a sales manager will someday be confronted with the problem of designing or redesigning a compensation plan for their sales force. To assess mastery of this skill, you are to assume the role of a sales manager and decide which method would be most appropriate for compensating your sales force who sell the following products or services. This assignment can be completed orally or in writing.

You are to choose the method that would be most appropriate and support your answers. Select one of the following selling situations.

a) Life insurance that is being sold by a sales representative who is still in training.
b) A textbook salesperson entering a new sales territory.
c) A sales representative selling a computer system for major corporations.
d) A clothing salesperson for a major department store.
e) A skin care salesperson working for a company who set a new objective to increase its overall sales volume.
f) An auto dealership wants to identify sales representatives who are ineffective.

Recommended Compensation

a) A straight salary compensation would be best due to the fact the sales representative is still in training, therefore they cannot sell enough under a commission to earn a decent income.
b) A straight salary compensation would be best due to the uncertain conditions of a new sales inventory.
c) A straight salary compensation would work best since the situation involves a technical product that requires lengthy pre-sale and post-sale service and negotiations.
d) A combination plan would work best due to the fact that clothing sales in department stores have seasonal fluctuation, but at the same time, a great motivation to sell is also desired.
e) Since the company wants a higher overall sales volume, a straight commission would provide a greater incentive for the salesperson to sell more.
f) Straight commission would work best since the salesperson's salary is completely dependent on how much the salesperson sells.

Adapted from: Stanton, W. J., Bushkirk, R. H., & Spiro, R. L. (1991). Management of a Sales Force. Boston: Irwin.

Calculating Preliminary Sales Quotas

11A Competencies

I009 Set and evaluate goals or quotas

B Basic Academic Skills
Arithmetic
Reading
Writing

Advanced Academic Skills
Abstract thinking
Applied Science
Mathematics
Problem solving

Higher-order Workplace Competencies
Applies technology
Converts information to useable forms
Identifies current trends and issues
Information processing
Solve problems with appropriate technology
Sets realistic goals interrelated to the workplace
Uses computers to process information (if applicable)

C The sales manager for ACME Industrial Products has asked you to calculate annual sales quotas for the staff. It is ACME's practice to base quotas on the average of the three previous years' sales figures plus 10%. Once this figure is calculated for each salesperson the sales manager will adjust the goals after considering the following:

- The past sales record for the territory
- The number of actual or potential customers in the territory
- The demand for the product
- The amount of competition
- The general economic trends expected

You are to provide written justification for any deviation from the average and 10% method, considering the above factors.

Calculate the preliminary sales quotas for the following salespeople. Round the answer to the nearest 1000.

Salesperson	JILL	BILL	DAWN	RON	KIM	TIM
Last Year	$201,000	$275,000	$305,000	$330,000	$433,000	$197,000
2 Years Ago	$158,000	$196,000	$251,000	$335,000	$367,000	-0-
3 Years Ago	$121,000	-0-	$223,000	$284,000	$273,000	$246,000

Alternative Activity - Calculation of the sales quotas can be performed on a computer if applicable.

Answer Key

Salesperson	JILL	BILL	DAWN	RON	KIM	TIM
Average	$160,000	$235,000	$259,666	$316,333	$357,666	$221,500
+ 10%	$16,000	$23,500	$25,966	$31,633	$35,766	$22,150
Quota	$176,000	$258,500	$285,632	$347,966	$393,433	$243,650
Rounded No.	$176,000	$259,000	$286,000	$348,000	$393,000	$244,000

Solution (Jill)

Computing the Average = $201,000
158,000
121,000
480,000

Average = Sum of previous sales figures ÷ number of years $480,000 ÷ 3 = $160,000

Percentage = $160,000 x 10% = $16,000

Quota = $160,000 + 16,000 = $176,000 (Average + 10% = Quota)

Rounded Number = $176,000

SALES AID DEVELOPMENT

12A Competencies

I005 Prepare and organize sales aids

I016 Show how the product or service will satisfy the needs of the customer

B Basic Skills

Writing

Advanced Skills

Abstract thinking

Creative thinking

Higher-Order Workplace Competencies

Communicates information

Converts information to useable forms

Identifies resources

Information acquisition

Information processing

C When it is impractical to demonstrate the actual product or when a salesperson wants to emphasize certain selling points further, a sales aid might be utilized during the sales presentation. Charts, diagrams, sample sheets, video color clips, price lists, customer testimony and newspaper or magazine articles are a few examples of sales aids.

Description of Sales Aids Available

Charts - A chart or table providing information in an orderly form.

Diagrams - A drawing that illustrates the parts or how the product works.

Samples - A small separated part showing the quality of the whole.

Video - A taped presentation showing the product being used.

Color Clips - Samples of a product that display the various colors in which the product is offered.

Price Lists - A list of the various prices that correspond with the products or groups of products.

Customer Testimonies - Statements of the benefits a product offers by people who have previously purchased the product.

When developing a sales aid, it is important to remember that the aid should provide relevant information about the product being sold that is easy for the customer to understand. Sales aids should be creative since they will attract and maintain the customer's attention.

For the following assignment the student will develop two sales aids:

1. Develop a sales aid for a product the student will choose to use for the sales presentation for the unit.

2. The student is to assume they are a sales representative selling one of the products listed below. They are to choose one of the products and develop a sales aid for that product:

   a. New automobile
   b. Major household appliance
   c. Personal computer
   d. Carpeting
   e. Swimming pool
   f. Travel packages

3. Sample Sales Aids

   New Automobile - Testimonials of local owners for a particular model.

   Major Household Appliance - Pictures showing how the shelves in a refrigerator can be arranged to fit an individual's or family's needs.

   Personal Computer - Chart comparing features and prices among various personal computer brands and models.

   Carpeting - Samples of decor that go with the particular carpet style.

   Swimming Pool - Illustration of how the swimming pool will look. Diagram showing the measurements of the pool, decks, etc.

   Travel Packages - A video depicting the various sights of a particular vacation spot.

Creative and Catchy Advertisements

13A Competencies

A002 Give oral presentations to groups of marketing personnel
A008 Communicate orally or in writing the important information gained from reading and research
H003 Plan advertising and displays which adhere to store promotional policies
H004 Obtain and use current product information necessary for effective and timely promotional activities
H005 Check advertising copy for omissions, additions, and corrections
H018 Describe the most important factors that management should consider when designing a promotional mix

B Basic Academic Skills

Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills

Abstract thinking
Creative thinking
Self-directed learning

Higher-Order Workplace Competencies

Allocates resources
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Identifies resources
Manages time
Participate as a team member
Plans resources
Set priorities

C Students are to be placed in pairs. They are to invent a new product or select an old product that can be packaged differently to be considered a new product. Students will construct a poster illustrating how they will advertise the new or old product to achieve high sales. Students should put emphasis on the following areas: catchy slogan, creativity, matching the advertisement to the target market, and realistic interpretation of advertising media. Students will explain to the class their product and poster.

The teacher will construct a short evaluation form covering the four (4) emphasis areas. The teacher will evaluate and compile the data and provide a summary to the class. Other individuals could be identified to evaluate the product and posters.

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Business, Personal and Financial Services Written

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Predicts impact on system performance
Recommends appropriate action to be taken
Understand the relationship between two or more systems
Solves problems with appropriate technology

Entrepreneurship Written

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Set priorities
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Uses workplace ethics and honesty
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Recommends appropriate action to be taken
Risk taking
Understand organizational systems
Understand social systems
Understand the relationship between two or more systems
Selects technology

Food Marketing Written

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Predicts impact on system performance
Recommends appropriate action to be taken
Understand the relationship between two or more systems
Solves problems with appropriate technology

General Marketing Written

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Predicts impact on system performance
Recommends appropriate action to be taken
Understand the relationship between two or more systems
Solves problems with appropriate technology

Hospitality and Recreation Marketing Written

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Predicts impact on system performance
Recommends appropriate action to be taken
Understand the relationship between two or more systems
Solves problems with appropriate technology

Specialty Store Retailing Written

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Predicts impact on system performance
Recommends appropriate action to be taken
Understand the relationship between two or more systems
Solves problems with appropriate technology

Entrepreneurship Participating

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Assume responsibility for own decisions and action
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Recommends appropriate action to be taken
Understand organizational systems
Understand social systems
Selects technology

Phillips Free Enterprise Individual

Basic Academic Skills
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Self-directed learning

Higher-Order Workplace Competencies
Manages time
Sets priorities
Assume responsibility for own decisions and action
Collaborates with others
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Understand social systems

Fashion Merchandising Promotion Plan

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Evaluates other's performance and provide feedback
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Sets priorities
Assume responsibility for own decisions and action
Collaborates with others
Demonstrates flexibility and adaptability
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Understand social systems
Understand the relationship between two or more systems
Solves problems with appropriate technology

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Evaluates other's performance and provide feedback
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Sets priorities
Assume responsibility
Collaborates with others
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Participate as a team member
Resolves problem situations
Shows empathy
Works effectively with cultural diversity
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Recommends appropriate action to be taken
Understand organizational systems
Understand social systems
Understand the relationship between two or more systems
Selects technology
Solves problems with appropriate technology

Basic Academic Skills
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Cultural diversity
Self-directed learning

Higher-Order Workplace Competencies
Manages time
Sets priorities
Collaborates with others
Participate as a team member
Works effectively with cultural diversity
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Understand social systems

Basic Academic Skills
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Sets priorities
Assume responsibility
Collaborates with others
Demonstrates flexibility and adaptability
Demonstrates leadership abilities
Participate as a team member
Resolves problem situations
Works effectively with cultural diversity
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Understand organizational systems
Understand social systems
Understand the relationship between two or more systems
Solves problems with appropriate technology

Civic Consciousness

Basic Academic Skills
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Cultural diversity
Problem solving
Self-directed learning

Higher-Order Workplace Competencies
Allocates resources
Plans resources
Manages time
Sets priorities
Assume responsibility
Collaborates with others
Demonstrates flexibility and adaptability
Participate as a team member
Resolves problem situations
Uses workplace ethics and honesty
Works effectively with cultural diversity
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Risk taking
Understand social systems
Understand the relationship between two or more systems
Solves problems with appropriate technology

Basic Academic Skills
Arithmetic
Cultural awareness
Listening
Reading
Speaking
Writing

Advanced Academic Skills
Abstract thinking
Creative thinking
Mathematics
Problem solving

Higher-Order Workplace Competencies
Allocates resources
Evaluates other's performance and provide feedback
Identifies resources
Plans resources
Manages time
Sets realistic goals interrelated to the workplace
Sets priorities
Assume responsibility
Collaborates with others
Demonstrates flexibility and adaptability
Participate as a team member
Recognize consequences of inappropriate behavior
Resolves problem situations
Uses workplace ethics and honesty
Works effectively with cultural diversity
Communicates information
Converts information to useable forms
Evaluates information
Identifies and applies current trends and issues
Information acquisition
Information processing
Predicts impact on system performance
Recommends appropriate action to be taken
Understand social systems
Understand the relationship between two or more systems
Selects technology
Solves problems with appropriate technology